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ABSTRACT

This handbook is designed both as a general introduction to teaching English as a Second Language (ESL) in the People's Republic of China and as a guide for individuals who may be contemplating, or are already committed to, working in a Chinese educational institution. Information and suggestions contained in the handbook are compiled from survey responses of individuals who have taught ESL in China. The first chapter gives general information on the purpose and nature of teaching in China, describing the Chinese educational system, Chinese educators, teaching contracts and salaries, and employment prospects. The second chapter suggests actions to take in preparation for teaching in China, including application timelines, travel arrangements and documentation, choosing professional and personal materials to take, and dealing with culture shock. Chapter three discusses aspects of living and working in China, including: organizational design; documents, permits, and coupons; currency and banking; day-to-day living; medical and dental facilities; bringing a family; Chinese etiquette; and making friends and contacts. The fifth chapter contains practical suggestions from former teachers. Chapter six describes individual institutions and the areas in which they are located, including sources of information, the nature of living accommodations, courses taught by foreigners, other professional services, materials and facilities, teacher/student/faculty relationships, and specific strengths and weaknesses. An extensive list of professional source materials is also included. (MSE)

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China

Handbook

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THE

T.E.S.L. CANADA

CHINA

HANDBOOK

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THE T.E.S.L. CANADA CHINA HANDBOOK

In Memoriam: Ian Gertsbain

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For each institute, the following information is recorded:

a) Sources of recruitment
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1. INTRODUCTION AND ACKNOWLEDGEMENTS

The idea for a Handbook to assist people going to China to teach has been around for a long time, and all of us who have spent some time in China as foreign teachers have long recognised the need for such a book and for the information which it contains. This particular Handbook really began in Chongqing, when Ian Martin, now EFL Committee Chairman of TESL Canada, and I were teaching colleagues at the Sichuan Institute of Foreign Languages, where we spent many hours discussing how such a Handbook should be put together. Thanks to much hard work on Ian's part, and the generosity of CIDA, who have funded much of the work, two years later this Handbook has finally become a reality.

The TESL Canada China Handbook is designed to serve both as a general introduction to teaching in the People's Republic of China and also as a guide and companion for those who are imminently about to undertake this task. Because of the changing nature, both of China itself and of the educational system within it, this handbook is as accurate as the author can make it at the time, but as the specific information within it has been gathered gradually, there is always the possibility that change has taken place in the interim. However, the information and suggestions contained within the book are a compilation from the replies of many ex-China teachers in response to a questionnaire which they were sent during the academic year 1984/85, and as such, the Handbook represents as accurate as possible a picture of what teaching in China is like. It is hoped that the Handbook will be updated from time to time as the educational system in China changes and new information on the implications of such changes on the ESL situtation is received.

The author would like to thank all those who participated in the survey for their comprehensive comments, especially those who took the trouble to send me personal comments and anecdotes as well, for without them this Handbook would not have been possible. Acknowledgements are also due to the members of the TESL Canada EFL committee, and to Ian Martin in particular, for their support and help for this project and to the people who have been most helpful to me in putting the Handbook in its finished form -- Al Shoemaker, who spent many hours at the computer, Jack Payne, whose company helped immensely with computer hardware, Pat Parsons, who worked many hours to provide me with a comprehensive bibliography, Michelle Higginbotham, who made many constructive suggestions, Carol Taylor, the first secretary to the project, and last, but certainly not least, my wife, Nancy Barlas, who assumed the secretarial duties when Carol left, and without whose help this Handbook would never have been finished.

PART ONE

The first part of this Handbook is designed to give general information about the purpose and nature of teaching in China, and to help those who may be comtemplating, or actually committed to, working in a Chinese educational institution. The information in the following pages comes from a variety of sources -- some from the responses to questionnaires sent out specifically for this Handbook, some from personal comments made to the author by those closely involved with teaching in China, some from other publications that have touched on this subject in the past, and some from the author's own experience in China and after.

Section 2 Teaching in China: an overview

2.1 Background to EFL Teaching in China

For many teachers who may have thought of going to China to teach for a year or two, and for those teachers who have already been, one of the first questions that has to be asked is: "Why do the Chinese want Canadian ESL teachers in their educational system at all?". From a Chinese perspective there would appear to be two major answers to this question.

Firstly, it is important to realise that one of the major emphases in Chinese education at the moment is on upgrading the oral and written language skills of those of their citizens who are involved in any way with foreigners -- in trade, business or education. This is particularly true for those to whom the acquisition of fluent English is important. Although the study of English was badly neglected during the "ten lost years" of the "Cultural Revolution" from 1966 to 1976, it has now become the language in which the major portion of Chinese overseas business is conducted . To improve this situation, English language education has recently become universal at the Chinese "middle" school level (their equivalent of high school), and for those who continue on to university, fluency in English is often a prerequisite for successful and meaningful employment on graduation.

The teaching of English in middle schools is usually quite thorough and well planned, but places a heavy emphasis on grammatical correctness. The end result is a student who speaks very precisely and correctly, but whose English is not flexible idiomatically or syntactically. For those students who continue with the study of English at post-secondary institutions the acquisition of this flexibility is one of the principal objectives.

There now exists a situation where some of the "assignments" to jobs after university to certain ministries is based not on one's skills in the field, eg. political science or environmental studies, but on one's English. This is due to the recognition of the great need for English speakers and the long period of time required to train an individual to a functional English level.

Unfortunately, often Chinese teachers of English, though fluent in English from a technical standpoint, do not themselves have the degree of proficiency in the language that is desirable for them to help their students achieve this objective. This is no reflection on the capabilities of Chinese academics, but rather on a system that has for many years -- until comparatively recently -- not made available the opportunities for study overseas that enables acquisition of this syntactical and lexical flexibility. To correct this deficiency, and to allow the present generation of students a chance to raise their language skills to native speaker levels, the Chinese government is currently following a policy of sending as many qualified students abroad as possible. However, this is of economic necessity only a limited number, and so this policy has been complemented by the importation of native speakers into post-secondary institutions for the express purpose of exposing students of the English language to the nuances of native speech.

The foreign teacher programme implemented by the Chinese over the last several years has attempted to increase the Enlish speaking skills of Chinese students by exposing them to trained and experienced teachers of language, literature and linguistics. However, expertise in the classroom is by no means the only reason for the invitations extended to native EFL teachers from a wide variety of English-speaking countries. Almost equally important is the fact that any teacher is, by his very presence, not only a teacher, but also a representative of his native culture. In China as a whole, there is a great interest in the country of Canada, and in the culture of Canadians, perceived by many Chinese to be a combination of the best aspects of the British heritage, and of American culture, an understanding of which is seen as important to those who wish to interrelate with Americans in any way. Canadian EFL teachers will find themselves on many occasions being called upon to talk about any and all aspects of Canadian life, often even those with which they themselves have only passing familiarity. However, whatever their subject may be, they will find that their views and opinions are eagerly received, and often extremely useful in dispelling erroneous ideas about North American culture in general which have grown up during the years in which China was largely out of contact with the Western countries.

Canadians are often told that Canada occupies a special place in the hearts of the Chinese and, although a certain amount of such praise can be put down to a natural desire to please, it is indeed true that there are, and have been for some time, close links of various kinds between Canadians and Chinese. "In Memory of Normal Bethune", the essay written by Mao Zedong in praise of the Canadian doctor's spirit of international socialism, was memorized by millions of Chinese schoolchildren during the sixties and seventies. Thus the name of Canada is known throughout China, and a special relationship has developed. The good relations between the two countries have been carried on since then by a series of successful diplomats, such as Chester Ronning, amd by hundreds of individual contacts ranging from those involved in aid programmes in forestry, agriculture, industry and human resources in China, to the contacts made by the growing numbers of Chinese students and scholars coming to Canada on academic upgrading study tours.

As a result, the Canadian EFL teacher in China is inevitably going to be more than just an instructor during his or her stay -- he should be prepared also to be a cultural ambassador, a source of all kinds of information about the West and modern trends, and a representative of his own personal and professional beliefs -- because all of these things will be the source of many questions from Chinese colleagues and students alike. This, of course, has an effect on the kinds of professional and personal materials that the teacher will want to take with him to China -- and these are dealt with in detail in following sections. As long as China continues along the road of "The Four Modernizations" in industry, agriculture, energy and national defence, there will be a need for more and more Chinese citizens to acquire English skills. It follows that native speakers and teachers of EFL will be needed and welcomed in the years to come as part of the great effort to improve the living standards of a country of over one billion people.

2.2 The Chinese Educational System

(Most of the material in this section was excerpted from An Introduction to Education in the People's Republic of China by Thomas A. Fingar and Linda A. Reed, published by the U.S.- China Education Clearinghouse, to whom permission to reprint this material is gratefully acknowledged.)

Background to the development of Chinese education

Respect for education was the hallmark of traditional China. Scholar-officials were highly venerated and idolised by ambitious youth throughout the country. To ascend the ranks of officialdom, one had to pass a series of exacting examinations administered by the central government. These examinations were designed to determine mastery of a specific corpus of knowledge -- the "classics". The number passing the examinations was limited by national and provincial quotas and never constituted more than a tiny percentage of the population.

The academies and less formal programmes that prepared young men to take the official examinations required students to memorize vast amounts of material but they provided no instruction in technical or "practical" subjects. During the latter half of the nineteenth century, officials began to perceive that the lack of technical training and the resultant technological and military weakness put China at a severe disadvantage in the intensifying competition with Western nations. To remedy this weakness, they founded a number of new or "modern" schools that taught foreign languages, science and engineering subjects. However, because they did not prepare students for the civil service examinations that were the key to official careers, the new schools were widely regarded as second class institutions.

As the skills possessed by the graduates of the modern schools became more important against the background of disintegration in traditional China in the latter half of the nineteenth century, classically trained officials became increasingly uneasy about the stability of the education system. The resultant tension between the traditionalists and the new type of graduate contributed to the formulation of revolutionary groups dedicated to the demise of the old regime.

The overthrow of the Qing dynasty in 1905 led to the abolition of the traditional civil service examination and the establishment of the first ministry of education. Instead of being viewed as inferior as before, the modern schools became the key to personal advancement and national self-strenghtening efforts. The belief that science was the basis for all investigation and the pressing need for engineers and technical specialists led to both an emphasis on science and technology and a tendency towards early and narrow specialisation. However, the most important part of the education system was to inculcate values important to the modernisation of China -- patriotism, loyalty ot the government, respect for authority, diligence, thrift, civics and "moral education."

Like their Nationalist predecessors, the Communist officials who took power in 1949 regarded the education system as critical to the success of their efforts to transform China. Teaching techniques and materials developed in communist base areas were introduced throughout the country, but major transformnation of the system had to await rehabilitation of overall plans and policies.

Beginning in 1952-53, China adopted the education system that had been developed in the Soviet Union. Many elements of the Soviet approach were already part of the Chinese system that had evolved since 1905, while others, such as the establishment of secondary schools subordinate to production ministries with the goal of training workers for particular industries, were new.

Enrollments in primary and secondary schools increased steadily and the quality of instruction improved as new teachers were trained and more materials, many of them adapted from Russian originals, were made available. College enrollments also increased, but at a much slower rate. Selection was based primarily on academic achievement as demonstrated by performance on standardized examinations. The desire to concentrate resources to ensure high quality while simultaneously expanding enrollment opportunities led to the creation of a hierarchy of schools at all levels of the system. "Key" schools were assigned the best teachers and best students, and graduates of the best schools were assured the most important positions.

In mid-1966, China entered a ten year period of political and social turmoil known as the "Great Proletarian Cultural Revolution," or, in more recent parlance, the "lost decade." Every facet of Chinese society was affected, the the educational system suffered the most severe disruption and the most serious consequences. Schools were closed entirely for periods ranging from a few months (in the case of primary and most secondary schools) to several years (colleges did not reopen until 1971-72). When they reopened, they were radically differrent than they had been in the spring of 1966.

Primary and secondary enrollment increased dramatically, but the quality of instruction dropped precipitously because experienced teachers were humiliated and denied permission to teach, virtually all textbooks were withdrawn but not replaced and classroom discipline evaporated.

The impact on higher education was even more serious. When colleges did reopen, programmes were reduced from four-six to only two-three years, political cant and "practical experience" were substituted for theoretical or substantive courses in science, economics, engineering or other specialities and enrollments were based on peer recommendation and "class background" rather than academic achievement.

One of the first tasks undertaken in late 1976 by the leaders who assumed power after the death of Mao and purge of the "Gang of Four" was restoration of the educational system that had existed on the eve of the Cultural Revolution. Academic achievement has been restored as the primary criterion for admission not only to colleges and universities but also to the best ("key") middle schools. Science and engineering have regained preeminence in the curricula of secondary and tertiary schools, and enrollments in primary and secondary schools have been reduced in order to improve the quality of instruction.

Within the last two or three years, there are signs of major changes to come within the education system and the process of upgrading the skills of its teachers and its graduates is beginning. It is too early as yet to assess the impact of the educational changes still taking place within China, but they are fundamental and far-reaching. Time will tell what impact they will have on the nature of Chinese education as a whole.

Structure of the Chinese Educational System

Overall responsibility for all schools in China rests with the recently established (July 1985) State Education Commission (SEC), a body which reports directly to the State Council. While the SEC is responsible for the formulation and co-ordination of educational policy in China, individual schools and universities are administered by either provincial or municipal bureaus of education, or are run by local units. In addition several ministries, such as Metallurgy, Coal and Machine Building also administer schools, colleges and universities. Although the SEC has overall responsibility for all of these schools, it is not involved in their day-to-day activities.

China's educational system is comprised of the following units:

a) Nurseries and Kindergartens:

The former are not a formal part of the educational system, exsisting mainly as daycare centres for the convenience of working parents. Kindergartens, on the other hand, are a part of the educational system and the primary objective is to teach social skills and learning readiness. Although academic skills *per se* are not part of the kindergarten programme, children who attend such facilities have a clear advantage over those who enter school at six and a half.

b) Primary Schools:

China has approximately 900,000 primary schools with a total enrollment of over 146 million students. Children enter the first grade at six and a half and must attend school for six years. They attend classes six days per week, six hours per day. The school day normally lasts from 8 am to 4 pm with a two-hour break for lunch. Typical class size is 40 to 50 students but can number more than 80. Primary schools, like those at other levels, are of two general types, "key" and " ordinary". Key schools are considered to have the best equipment, the best teachers and the best students. Local offices or bureaus of education designate and assist key schools.

c) Secondary Schools:

Secondary education in China consists of junior (lower) middle school (three years) and senior (upper) middle school (two years). All together there are some 160,000 middle schools with a combined total of 55 million students.

The curricula of all junior middle schools are basically the same, with slight variations reflecting local needs. The primary objective of the junior middle schools is to instill basic knowledge and to lay a foundation for more advanced training.

Upon completion of junior middle school, a small percentage of young people go on to a regular or specialized senior middle school. Admission to senior middle school is often (not always) based on special examination. Approximately 90 per cent of China's senior middle school students are enrolled in regular college preparatory programs; only 10 percent attend specialized (technical or vocational) secondary schools. Again, there are both key and ordinary middle schools. Admission to key schools is normally by competitive examination, but geography is also a factor.

d) Post-secondary Institutions

At the present time, it is possible and useful to distinguish among the following types of institutions (there are key and ordinary institutions in each category):

(1) *Comprehensive Universities*: Approximately five percent of China's institutions of higher learning are classified as "comprehensive" universities offering programmes in both the sciences (basic and/or applied) and the arts (social sciences and/or humanities).

(2) *Polytechnical Universities*: Institutions in this category have curricula that cover a broad range of applied sciences and engineering subjects but do not offer full or formal programmes in the humanities or social sciences.

3) *Institutions of Science and Technology*: Schools in this category offer specialities or majors in relatively few (roughly 3-12) engineering or basic science fields. The size and quality of these schools vary widely, but most are smaller than the comprehensive and polytechnical universities and some, perhaps most, have fewer than 1,000 students. The degree of specialization is often indicated by the name (e.g., Beijing College of Aeronautics, East China Petroleum Institute and the Jiangsu College of Chemical Engineering).

(4) *Teacher Training Institutions*: Teachers colleges and normal schools enroll about one-third of China's 1.3 million college students.

(5) *Medical Schools*: Medical schools are administered by the Ministry of Education and the Ministry of Public Health. Most focus on Western medicine (but also teach some Chinese traditional practices); a few specialize in Chinese traditional medicine. Students enter medical programmes in China after graduation from secondary school; to become a physician or dentist requires five years of instruction followed by an internship.

(6) *Foreign Language Institutes*:: Schools in this category offer only instruction in selected foreign languages -- most often English, French, German, Russian and Japanese. Students are usually selected for these institutes because of demonstrated language ability in middle school. These institutes are one of the most frequent employers of foreign language teachers.

Post-Secondary admission procedures and programmes

Introduction

Admission to one of China's regular colleges and universities is both rewarding and highly competitive, with the millions of students who begin primary school dwindling to thousands at the graduate level.

College graduates constitute a tiny minority of the total population and, as such, are virtually assured of high status and challenging, personally rewarding careers. Career-minded young people -- and their families -- set their sights on the fewer than 300,000 annual openings at the tertiary level. With roughly six million active candidates (defined here as those taking the screening tests to determine the approximately three million who will be permitted to take the national entrance examinations) for these 300,000 openings, competition is fierce. Those who make it through the various stages of the selection process represent the best of a very large pool of applicants.

Undergraduates

Undergraduates are selected and assigned to specific schools, departments and specialities primarily on the basis of scores achieved on the national entrance examinations.

Minimum passing scores for admission to key universities are set by the Ministry of Education after the exams are graded. The passing scores vary from year to year to ensure that there is a proper balance between the number of qualified candidates and the number of places available. Provinces set minimum entrance scores for the ordinary schools within their jurisdiction.

Candidates who achieve appropriate scores on the entrance examinations are given a physical check-up and moral (or political) evaluation.

Final placement involves three considerations: (1) student preferences; (2) institutional preferences and priorities (key universities have first choice of candidates, followed by ordinary provincial universities and then prefectural and municipal schools); and (3) "cultural heritage."

Undergraduate programmes

Undergraduate programmes generally require four years of study but there are some specialities (majors), departments and schools that require five years for a first degree. Undergraduates are admitted directly into a major department and for three years follow a prescribed course of study along with all other students majoring in the same department. In their final year, they select from a small number of "electives," but all those specializing in a particular subfield generally take the same elective courses.

Classes are generally characterized by a passive atmosphere in which instructors lecture and students take copious notes. Relationships between students and teachers, and among students of the same year and department, are very close and often of lifelong duration. This closeness is often reflected in the recommendations professors write for their students.

Graduate Students

Graduates of institutes of higher learning or equivalent educational level are eligible to take the graduate entrance examinations.

Graduate programmes

Graduate programmes still evince flexibility and close tailoring to meet individual student needs. Coursework tends to be limited to a single department and electives must be selected from a small list of suitable alternatives. Students are required to complete an independent research project under the guidance of a senior professor or researcher.

Campus Life

The academic year is ten months long and made up of two semesters, running from early September to January and from late February to early July. Universities often form a complete community with students, faculty and families, schools, day-care center and small shops located on the campus.

2.3 Chinese Educators

Current Chinese educators tend to fall into three distinct categories. These categories have been created not so much by the educators themselves as by what has happened to them during the past fifty years, often through events over which they have had no control.

The first category is comprised of those teachers and academics who are now in the final stages of their teaching careers. Many of these teachers are products of pre-"liberation" education, graduates of private and/or mission school systems which flourished in China up to the start of the anti-Japanese war. These teachers are usually very conservative in their approach to their work and some what "old-fashioned " in their approach to teaching methodolgies. They are, however, usually extremely competent language teachers, for many of them have had substantial contact in their young years with native English speakers, often, in fact, being trained by the last generation of native speakers to be active in China before the upheavals of the 40's and 50's limited foreign interaction. These teachers, however, are not often found in positions of authority as they are now often too old for such positions.

The second category of teachers recieved their training in the years immediately after "liberation", and were often heavily influenced by the prevailing Russian influence of that time. It is stil not uncommon in China to come across English teachers who were formerly teachers of Russian, and who were 'recycled' as English teachers in the early sixties. Some of these teachers are extremely competent, but there are among them some whose own English is weak, due to their own educational background and lack of direct exposure to native speakers at any time during their career. However, because of their age and teaching experience, many of this category of teacher tend now to be in positions of administrative authority. They are, by and large in their 40's and 50's, and it is these teachers who are the controlling force behind local educational institution policy-making in China today.

It must be remembered that many of the teachers in the category above suffered grievously during the events of the "10 lost years", when they were severely criticised by the prevaling authorities, which often included their own students, and a large number of them were prevented from teaching altogether during these years, often being reassigned to menial jobs in their own institutions or in remote areas in the countryside. The legacy of these highly destructive years on the educational system is still very noticeable in the cautious attitude of many educators in this group to the current exposure to Western teachers and their ideas. Once burned, these teachers are not anxious for this to happen again to them, or to their institutions.

The third category of teachers are those who have received their training comparatively recently -- often since the end of the "ten lost years" in 1976. These teachers are young, highly motivated, and eager to learn about new techniques and new ideas. They are, however, often heavily under the influence and control of their older colleagues, and therefore advised to go slowly and carefully in the introduction of new ideas into their own teaching. These teachers are, as yet, without much influence in the academic hierarchy, but as their number increases, and if the exposure to Western language teaching methods continues to grow, these teachers will play an increasingly important role in the shaping of the Chinese education system in the future. It is this group of teachers with whom Western teachers most frequently come in contact, often in the role of mentors, and whose professional interaction with their Western colleagues is often the most incisive and stimulating.

Regardless of background, for all teachers in China there has been one common problem in the past -- the low social and economic status accorded to the teaching profession. Reforms are taking place, however, and the nature of teaching in China is slowly changing -- education has become a priority, and with it the necessity to raise the morale of educators and to revitalise the profession. The impact of change is starting to make itself felt; more educators than ever before are going abroad and are, as a result, changing in their methodology and educational breadth. Those that do not go abroad are genuinely looking for new knowledge and new ways to pass on this knowledge to their students, but it is a slow process, all too often impeded by bureaucratic weight which is inherently resistant to change. The Canadian teacher plays his part in the process of educating educators, whether or not teacher training is a specific part of his mandate, just by being there, and exposing himself and his methods to the scrutiny of his Chinese colleagues who are eager to learn.

2.4 Teaching Contracts and Salaries

It has not been, in the past, the Chinese method to spell out on paper the specific terms of employment or salary for any teacher, including one from abroad, and it is only recently that this is being done with any regularity -- if still with some reluctance. Traditionally in China, a man's word has been his bond and many teachers in the past have fought an uphill battle in trying to get specific agreements committed to paper, with mixed results and sometimes with a negative effect on personal relationships. Most Chinese in authority still prefer an unwritten agreement, which is, in the vast majority of cases, upheld to the letter, but for those teachers who feel more comfortable with items on paper, there are some guidelines established by the procedures that have been followed with the highest degree of success in the past.

Initial contact with the host institution will usually produce an interim contract, or at the least a letter of appointment, which is signed by both parties, either before the foreign teacher leaves Canada, or shortly after arrival at the final destination in China. Up until quite recently this document has been standard all over China -- especially for the category of "Foreign Expert" -- but with the increasing emphasis on educational decentralisation now current in China, this is no longer always the case, and there are a number of varieties of local employment terms being offered (paid return transportation is no longer always available, for instance). After a two month probationary period, a permanent contract can be negotiated and agreed upon, but this oportunity is not be always offered to the teacher as a matter of course. Some institutions prefer to avoid specific commitment,and to keep formal agreements as vague as the foreign teacher will allow them to be. However, whether or not an actual document is signed at this stage, it is still the usual procedure to negotiate with the institution the specific responsibilities of both sides for the duration of the foreign teacher's stay so as to be absolutely clear about what is covered, and thus avoid any problems later on. In most cases, specific agreements include teaching load, salary, provisions for leave, conditions of termination (and the gratuities that are applicable at that time) and renewability, with the first two items being by far the most important. Specific details of local importance only vary from place to place, but it is wise to consult with other foreign teachers (not only Canadians) as to the nature of their contracts, and, if possible, to find out what has been the practice in the past at the institution to which you are being sent.

Teaching salaries have a wide range for foreigners in China but, broadly speaking, they fall into three definite categories:

Group One: Fully qualified teachers, often from post-secondary institutions, instructing in specialised fields in which they are fully qualified: usually with Master's degrees or above. This category of teacher is paid in the range of 700 - 1000 yuan per month (Can $350-500), and teachers are designated as "Foreign Experts".

Group Two: Qualified teachers, from both secondary and post-secondary institutions, who are usually, but not always, teaching in their area of speciality: sometimes, but not always, possessing Master's degrees. This category of teacher is paid in the range of 500- 800 yuan per month (Can $250-400), and teachers are known as "Foreign Teachers".

Group Three: Qualified teachers from voluntary organisations, such as the Mennonite Central Committee, who are working under the auspices of a specific sponsoring organisation. Spouses of "Foreign Experts" or "Foreign Teachers", who are qualified, but not directly contracted, are also occasionally employed in this category, in which the salaries range from 200-500 yuan per month (Can $100-250).

In addition to direct salary, which is paid in Chinese currency (usually in cash) and only part of which is convertible to foreign currency (50% for single people, 30% for those whose families have accompanied them to China), those teachers employed in the first two categories -- and some in the third, depending on individual arrangements -- ususally, but recently not always, receive return airline tickets to China from their country of origin, free accommodation while at their host institution, free medical care (in some cases there is a nominal cost for some services), and some form of gratuity and/or internal travel allowance, at the successful completion of a contract of at least one academic year's duration.

There are individual variations among institutions in both salary and benefits, and it is advisable to check with the Canadian sponsoring organisation and/or with the Chinese host institution as to the exact nature of the proposed financial arrangements well in advance -- the Chinese are not reticent to discuss money, and anything not clarified, either before or shortly after arrival, can become a bone of contention later on, and thus disturb the building of good interpersonal relationships.

One final point to remember -- whatever the contract or salary agreed upon while in China, the remuneration package for foreigners far exceeds what any Chinese academic receives, and, for reasons of keeping things in proportion if for no other reason, it is wise to bear this in mind when dealing with the institution authorities on any contractual matter. It is easy to be seen as greedy, and such a perception can do much to destroy, or minimise, the potential contributions that are possible for a foreigner to make to the institution of which he has become part.

2.5 Employment Prospects

Obtaining a teaching position in China is not as difficult as it may at first appear, providing the qualifications that an individual possesses are the kind of qualifications that are needed by the Chinese education system. For the purposes of this Handbook, the concentration is on the recruitment of English Language teachers, but there are many other teaching possibilities in China if they are sought out. Canadian teachers have taught everything from management training to hockey skills, and many of them have found themselves working in China because they promoted their own skills to the right people at the right time.

Basically there are three ways of becoming a foreign teacher in China -- by applying through a sponsoring organisation, through some form of personal contact with an individual or institution within China, and by a direct approach to the Chinese State Education Commission's Foreign Experts Division in Beijing.

Sponsoring agencies, of which there are a growing number both in Canada and the United States (see list at the beginning of the next section), regularly advertise -- through educational publications and through internal school and university channels -- for qualified teachers to apply for positions in China. Most of these agencies require teachers to be fully qualified, with a certain amount of EFL experience (this is not always mandatory, but usually advisable given the nature of most regular teaching assignments in China), and a demonstrable degree of personal flexibility. Applications submitted through agencies tend to be processed most smoothly by the Chinese authorities, and the teachers that are eventually selected to be the best informed and briefed about Chinese academic life. Many sponsoring agencies provide in-Canada orientation sessions before departure.

For those who do not wish to apply though an agency, or who are not qualified to do so for some reason, the other two methods provide an alternative. Applying directly to a Chinese institution can often work successfully for a teacher who wants to do a certain job (some Canadian teachers have in the past approached individual Chinese institutions with teaching proposals that have been accepted and organised for them) or for someone who has had direct contact with either a Canadian teacher who has taught at that institution in the past or with a Chinese faculty member who has come to Canada at some time for study purposes. However, even if there are no specific proposals to be made, and no particular contacts that can be utilised, a direct approach can still be made by any Canadian teacher who feels himself or herself to ber qualified to teach in China by writing to the State Education Commission in Beijing.

Both of the above methods have worked in the past, and have resulted in successful teaching assignments, although there is obviously a greater chance of obtaining a position if contacts are used. The drawbacks of such methods as compared with using a sponsoring agency are fairly obvious -- long and complicated trans-Pacific correspondence, frustrating waits and delays for replies, frequently resulting in last-minute appointments with little prior notice and consequent complications regarding visas and airline tickets. But they can and have been used, and continue to serve as a viable avenue for teacher applications.

Many foreign teachers appointed to teach in China by the above methods have wondered before departure whether their spouse will be able to obtain employment while in China and, if so, when and how this is best arranged. Teaching couples who are similarly qualified usually apply together and are told of their joint engagement before departure for China. In some other cases, a married teacher appointed to a specific institution has been able to get a commitment from them in advance to employ his or her spouse in some capacity during their stay.

However, whether arrangements are made in advance or not, in general it seems that most Chinese institutions are usually willing to employ spouses of foreign teachers to work in their language programmes, whether those spouses are qualified teachers or not. This stems from the sensible realisation that having, in the majority of cases, already paid for dependants of the contracted teacher to come to China, it seems only practical to utilise their native language skills in some way. Most spouses who have offered to give courses of some kind on arrival have found the experience very enjoyable, and in most cases the institution has been only too pleased to make whatever accommodations it can to utilise the strengths of the non-qualified spouse. It is worth realising, however, that spouses who are engaged within China are usually not accorded foreign expert, or even foreign teacher, status, and that therefore their remuneration is much lower that that of the contracted partner. This has led to some resentment in the past on the part of some teachers engaged in this way -- but it is common practice. If both teachers are fully qualified to be engaged in their own right, it is a point that should be made before departure from Canada.

Section Three TEACHING IN CHINA; PREPARATIONS

3.1 Organisations Sponsoring Canadian Teachers in China

1. Association of Universities and Colleges of Canada
151, Slater Street
OTTAWA, Ontario
K1P 5N1

2. China Project Office
St. Mary's University
HALIFAX, Nova Scotia
B3H 3C3

3. World University Service of Canada
c/o Recruitment Co-ordinator
P.O. Box 3000
Station C
OTTAWA, Ontario
K1Y 4M8

4. TESL Canada China Project
c/o TESL Association of Ontario
703, Spadina Avenue
TORONTO, Ontario
M5S 2J4

5. Canadian Executive Services Overseas
1867, Yonge Street
TORONTO, Ontario
M4S 1Y5

6. Mennonite Central Committee
201-1483, Pembina Highway
WINNIPEG, Manitoba
R3T 2C8

7. Educational Services Exchange with China
MONTEREY PARK
California
U.S.A.

8. English Language Institute of China
P.O. Box 265
SAN DIMAS, California
U.S.A.
91773

9. British Columbia Teachers' Federation
105-2235, Burrard Street
VANCOUVER, British Columbia
V6J 3H9

10. Ontario Teachers' Federation
1260, Bay Street
Suite 700
TORONTO, Ontario
M5R 2B5

11. Province of Alberta Advanced Education Department
Devonian Building, East Tower
11160, Jasper Avenue
EDMONTON, Alberta
T5K 0L1

12. Jian Hua Foundation
HONG KONG

3.2 Application Timelines

Applying to teach in China is a time-consuming process which should be started well in advance of the proposed time for going there. There are basically three main avenues of application (explained in the previous section):

1) through a sponsoring agency (see previous section), who will handle arrangements with the Chinese State Education Commission on your behalf.

2) through a specific Chinese institute or college, who will deal directly with you and help you liaise with the appropriate ministry in Beijing to obtain the necessary permission to come. (This method has the advantage of being the only one which allows the applicant some measure of control over his own location).

3) directly to the Foreign Experts Bureau of the Chinese State Education Commission in Beijing, who will process your application, and then , if you are accepted, arrange your posting to a suitable institute somewhere of their choice in China.

The amount of time that the entire application process takes is extremely variable and depends to a large extent on the supply and demand situation for foreign teachers as it then exists in China. At this point in time, educational priorities, availability and allocation of foreign exchange funds are important considerations by individual institutions in the hiring of teachers from abroad. All three methods of application will require completion of some kind of application form and the submission of required professional and personal documents to Beijing.

Applications by the first method described above tend to be the most regular as the positions are usually being filled in direct response to a request for teachers to a sponsoring agency by the Chinese State Education Commission. These positions are usually advertised in the fall, with interviews early in the new year. Dossiers on selected teachers are sent to Beijing immediately after interviews and offers of appointment from the Chinese authorities are sent out in the spring or early summer. Most sponsoring organisations hold an orientation session for newly appointed teachers in the summer (usually August) shortly before departure.

The second and third methods tend to be rather more erratic in their timing as the Chinese State Education Commission itself often does not know very far in advance what vacant positions will be available or where they will be. Some teachers who have submitted application forms directly to Beijing have had confirmation of appointment as early as January, while others have not heard anything until the early summer when they have suddenly been invited to begin teaching in China in the fall. Applying directly to a specific institution does cut down some of the uncertainty as the availability of a position for a specific time is often known fairly early -- especially if a personal contact is used -- but confirmation of appointment is still required by the State Education Commission in Beijing before specific arrangements can be made. There is usually no orientation in Canada for those teachers appointed directly to an institution or by the S.E.C.

3.3 Travel Arrangements and Documentation

a) Going to China

After confirmation of a teaching appointment in the form of a contract or letter of appointment has been sent by the Beijing authorities and in order to travel to China, a Chinese entry visa has to be obtained prior to departure from Canada. This is usually obtained at the Chinese diplomatic mission nearest to the applicant's place of residence (normally Ottawa, Toronto or Vancouver), and is normally requested about a month before departure. The procedure usually requires submission of a visa application form, a passport picture, $8.00 Canadian and a valid Canadian passport to the mission, which then stamps the visa in the passport to be shown to Chinese officials at the point of entry. In order to issue a visa, the Chinese authorities in Canada need to have obtained approval to do so by the S.E.C., a ministry, or possibly the provincial ministry of education by letter or telex. After acceptance to an institution, the Canadian teacher should write his host institution in China to confirm that the notice of visa approval has been sent. However, providing that all arrangements have been completed by the authorities in Beijing (and/or at the host institution) issuing a visa is a fairly straightforward process, requiring about two weeks to complete. It can, however, become complicated when arrangements with Beijing take a very long time or when an invitation to come and teach is extended at the last minute (which does sometimes happen). Whatever the case, you cannot leave for China without this visa -- even if it entails a personal visit to the Chinese Embassy or Consulate.

In addition to the visa, the teacher must also have confirmed airline reservations for travel to China. In the majority of cases, bookings are made and tickets supplied and paid for by the host institution in the form of a prepaid ticket advice (PTA) through the CAAC (Chinese airline office) in New York or San Francisco, and all the teacher has to do is to arrange to pick them up when told to do so by the organising airline. This, however, is not always as painless as it sounds as there have been a number of occasions when tickets have not come through until the very last minute -- even on the day of departure. Mostly, however, the tickets are available two to three weeks before departure, and the teacher is usually (but not inevitably) advised by letter from the host institution prior to this of the date of departure and the route to be travelled to reach Beijing, where he/she will be met by representatives of the institution. Teachers are sometimes asked to arrange and pay for travel from their Canadian hometown to New York or San Francisco and reimbursed for this portion in foreign exchange on arrival (eg: WUSC agreements).

It is possible to travel to China by a route other than the one pre-arranged by the institution, but this requires prior negotiation with the host institution -- not always easy to do by letter, especially if time is limited -- which often results in the suggestion that the teacher make, and pay for, his own arrangements for travel to Beijing and then apply for reimbursement upon arrival. This method has been used and does work, *but it has also sometimes resulted in problems pertaining to the reimbursement of foreign currency rather than Chinese currency, which is non-convertible.*

By and large, most teachers who have worked in China have found the initial travel arrangements satisfactory, with the most common problem being the often late arrival of airline tickets resulting in some anquish before departure and a very limited time to make any changes.

b) Travel within China

No matter how long you are in China, take every opportunity that you can to travel wherever you can within the country. This is not always easy -- there are still restrictions on travel to some areas of China, and further self-imposed restrictions on those to whom the language is not familiar. But with persistance and forethought, travel to most places within China is possible, and rewarding.

The China Travel Service (*Luxingshe*) is located in most major cities, and is usally quite helpful in organising foreigners' travel from one place to the next. It is worth noting, however, that this is a service primarily for tourists and that the costs associated with this organisation can be avoided if the time -- and stamina -- to make your own arrangements is available. Whether booked through *Luxingshe* or not, travel is only possible as yet within China from one point to the next at which the process of booking must be repeated. Planning travel to a number of locations at once is not usually possible -- nor even are return tickets -- and time has to be allowed to make arrangements at each stage of the journey.

Travel by train is the most common mode of transportation for the Chinese, and Chinese trains are comfortable and dependable. There is a choice of class for travel -- though most foreigners are encouraged to go "soft" or first class -- and it is worth considering this when cost or convenience are paramount. Travel by air is faster, though less reliable and more expensive. One foreign teacher in China had a personal rule where he used the train for journeys of less than 10 hours duration and flew if the train journey took longer than that -- not a bad rule of thumb to follow. Travel by boat and long distance bus is also sometimes available and is usually inexpensive, though somewhat slow.

When you are planning a trip, discuss arrangements and procedures with the Foreign Affairs (*"danwei"*) section of your institution or unit (see later section) -- they can usually help you cut corners, as they are anxious that your time in China should be enjoyable. Be adventurous and talk about the places to visit with the people that you meet -- there are a wealth of fascinating places to travel to within China.

3.4 Choosing Professional Materials

The choice of professional materials for teaching is largely a matter of individual preference, and most EFL teachers going to China automatically take their own favourite language texts (see section 5.1. for a cross-section of what has worked well for teachers in the past). It is certainly highly advisable to take along with you at least one copy (multiple copies if at all possible) of any language teaching text that you have found particularly useful in your past teaching experience, as the books available at a large number of Chinese institutions tend to be somewhat out of date and often inappropriate for certain tasks that may be required of the foreign teacher. In addition to ESL texts, however, there are a number of other books, publications and teaching aids which former teachers in China have found useful in their professional lives, regardless of the specific courses that they have taught.

The first of these is, undoubtedly, a good dictionary and a thesaurus. Not until one has actually taught in China can the volume or the nature of the kind of questions on the English language that are likely to be asked of the teacher really be appreciated, and good reference books are invaluable to deal with the picayune nature of some of these requests. Similarly, teachers who expect to be teaching any courses in literature, should come well fortified with general reference materials. It is a good idea, as well, to take reasonably inexpensive copies of these materials, as it has been the custom in many institutions in the past for many of these books to be given away by the departing foreigner to his Chinese colleagues and/or students, and it is certainly a gesture that is most appreciated by the recipients.

In addition to general reference materials on teaching subjects, it is also well worth taking a number of materials that deal with cultural aspects of English in general, and of the specific cultural background from which the teacher has come. It is common practice in most Chinese institutions for foreign teachers to be asked to give lectures and/or talks on their native country and its cultural heritage, and it is useful to be prepared for this rather than to rely on being able to obtain suitable materials within China. Any kind of materials are grist to this particular mill -- yearbooks, surveys of particular cultural aspects, statistical surveys, travel guides, maps, photographic essays, and slides, in particular shots of common everyday Canadian scenes (for example, family life, city and country life, supermarkets, houses, schools, parks and the changing seasons). Again if these -- or at least a portion of them -- can be rendered disposable at the end of the stay in China, so much the better.

A few specific teaching aids which you tend to use frequently in your classroom are also worth the trouble of taking with you. For example, although duplicating facilities are usually provided by the host institution, they are not always consistently reliable in some locations, so some means of simple reproduction might be very helpful. Many teachers have used the simple gelatine stencil method, the equipment for which can be purchased at any stationery store in Canada. It is also wise to take a good cassette radio -- with strong short wave capabilities preferably (over 15 megahertz) -- and, if you intend using one frequently, a portable typewriter. Sometimes individual institutions will be able to supply you with these items on arrival -- but unless you have a cast-iron guarantee that you will get one (preferably vouched for by someone who has already taught there), it is a sensible precaution to have your own. Tape cassettes are also useful to bring for teaching purposes as are films, though the Canadian Embassy in Beijing has a good supply of the latter, and will send them anywhere in China upon request from an expatriate Canadian teacher.

Although all the items described above will no doubt come in handy, to avoid absolutely unnecessary shipping charges, it is advisable to ask directly of the host Chinese institution before leaving Canada (if time allows for this) exactly what specific books and facilities are generally made available for visiting teachers. Try and find out the nature of the courses that you will be teaching and the level of your students to avoid bringing too many surplus books -- many a teacher has arrived in China with shelves of books that proved useless on arrival because of ignorance of the teaching assignment! Many more English language books are now available in China than they used to be through a variety of sources, and many institutes now have their own materials -- compiled by earlier generations of foreign teachers -- so much so that it is no longer unreasonable to assume that at least some fairly sound pedagogical materials will be available for use in the classroom. Be warned, however, that whatever information that is received from the host institution as the result of requests for available teaching materials is sometimes more optimistic than factual, and it is well to err on the side of caution if there is any doubt that a book or item essential to your professional well-being might not be easily available. The second section of this Handbook gives some general guidance as to the ease of supply of teaching and audio-visual items at the specific institutions for which this kind of data is now available.

3.5 Choosing Personal Materials

As with professional materials, the choice of what to take for personal use is ultimately a matter of taste and individual preference, but there are certain items that have been found useful in China, regardless of location, by Canadian teachers in the past.

The most commonly suggested items are undoubtedly books and tapes for personal enjoyment and relaxation. Outside of Beijing -- and even there restrictions apply -- Western reading materials are in short supply, and there will be time to devote to personal reading while in China. Stocks of paperbacks of whatever kind you choose -- within the limits of prudence! -- and copies of such publications as Reader's Digest are useful to have -- again they are much in demand as presents among Chinese teachers and students once they have been read. Magazines are also valuable and useful -- it is not usually too difficult to arrange for subscriptions to favourite magazines to be sent to China as long as the publisher is given sufficient notice to arrange this. Some Canadians have found that asking a relative or friend to send them regular small packets of subscription magazines by air mail is the fastest method. The China Daily newspaper from Beijing also makes interesting reading and many Canadian teachers have found its articles useful for teaching. To keep up with world news, a subscription to news magazines or a newspaper from Hong Kong is recommended.

Cassette tapes of favourite music are also indispensable during a prolonged stay in China. They are usually not available easily within the country, and do much to dispel the occasional sense of homesickness that is an inevitable concomitant of living for a long period of time in a foreign country. There is a lively trade among friends for such tapes in China today and these, too, make excellent gifts for Chinese friends upon departure from China.

In addition to solace for the soul, some personal bodily needs should also be considered when choosing what to pack for China. Medications are dealt with elsewhere in the Handbook, and needs in this area should be considered, as should personal toiletries, such as skin creams and other cosmetics which will probably not be readily available. A sufficient supply of birth control devices and feminine hygiene supplies should also be taken, if these are necessary for the individual. A small supply of favourite foods is often a comfort, though these should be easily portable and not require any refrigeration, as this is not always available in China.

Clothing can be kept to minimum -- depending on the location in China to which one is going -- but nothing formal is required as the Chinese are consisently informal in dress, even on what would be regarded in Canada as formal occasions. Warmth, practicability, and comfort should be the keynote -- heating is often not as readily available or as warm as in Canada, laundry services often use rather harsh cleansers for clothes, and the ability to feel comfortable at all times is often the greatest asset any expatriate can have when working in China.

If you are taking children to China, their needs should also be considered. Books and music for them are indispensable, as are a variety of their favourite games, and a selection of toys. Materials for children are fairly easy to come by in China, however, as is children's clothing, which is often of high quality, and some allowance can be made for possible additions to children's wardrobes and toy cupboards while in China. However, the sense of alienation from their own country is often higher for a child than for an adult, who is occupied with his own concerns, and it is well to be generous when allocating space for children's belongings.

Other items mentioned by past teachers include such diverse things as a portable (Melitta-type) coffee maker (good coffee is usually readily available, although expensive), a Swiss army knife, and a toaster oven (220 V), but the ultimate choice must rest with the individual. Find out (if you have time) from the host institution as much as you can about the accommodations with which you will be provided, and plan accordingly. Section 5.1. What to Bring makes some further suggestions about choosing personal materials, and the individual institution descriptions in the second part of this Handbook give some guidance -- as far as possible -- about what to expect at specific locations in China.

3.6 "Culture Shock"

In addition to the physical, professional and personal aspects of preparing to go to live and work in China, it is equally as important to prepare for the sizeable psychological changes that will have to take place before becoming accustomed to China.

There are several reasons why "culture shock" is inevitable, but, unfortunately, the advantages of being psychologically prepared for it are not always obvious until it has taken its toll! For example, support systems that have always been taken for granted suddenly disappear and leave a void which is hard to fill in a new environment, (family members who have been used to having their own individual lives over and above that of the family often suddenly find those personal contacts and pastimes temporatily missing with the result that family members are thrown suddenly on each other's company full time -- not an easy adjustment in itself). New problems arise for which there are no easily idenitifiable solutions from experience. The physical environment puts stresses on a body unused to coping with them, and above all, subtle challenges arise to personal identities created by a new culture with new rules and new priorities.

Experts writing on culture shock have identified four distinct phases that any one going to live abroad goes through -- the length of each phase varying with the individual but,in general, each phase lasting longer than the preceding one. The four phases seem to be:

1) Fascination: an initial period of time when everything is new; there are seemingly few problems since everyone is being extremely accommodating and the predominant feeling is one of exhilaration at being at last in China after a long period of anticipation in Canada.

2) Friendship: immediately following the initial euphoria comes the stage in which the need to build a new social structure to replace the one left behind becomes paramount. At this time there is an understandable, but potentially dangerous, tendency to gravitate exclusively to the company of one's fellow country men for friendship, and to take refuge in the familiar -- a situation which can easily solidify into the "we-they" syndrome in the third stage.

3) Frustration: after enough time has elapsed to become familiar with the country, to make initial contacts with the people and to come to grips with the requirements of the new job, a stage of depression begins (often inadvertently fuelled by the mutual support from the expatriate group), where the problems and difficulties that are inevitably part of the adjustment process seem to outweigh any possible, or potential, sense of achievement. The people seem to become intransigent, the physical environment unpleasant and the demands of the job impossible to fulfil with the result that hostility towards the host country and those who are in authority in it becomes the predominant emotion, and homesickness results -- sometimes to such a degree that there is a tendency (to which some people occasionally succumb) to decide that the whole experience is not worth it and that an early return home is preferable to remaining permanently miserable.

4) Fulfillment: Fortunately, although the previous stage can be a very difficult one to live through, it does usually come to an end with the growth of cultural awareness and leads into a period in which the experience of teaching in China becomes both fulfilling and rewarding. The onset of this phase stems from a personal realisation and acceptance that the new environment, in all its aspects, is unlikely to change and so that if the experience is to be satisfying it is the indivdual who must adapt himself to his new environment by learning to operate within its confines. This may indeeed result in compromises -- often many of them -- but it will also result in a realisation that conflicts can be worked out and that the potential for success and happiness during the time to be spent in China is as great as the individual is prepared to let it be.

Coping with "culture shock" is a common part of the overseas experience, and, as such, it is one that needs to be shared rather than suffered in silence. Reactions to the manifestations of "culture shock" should certainly be discussed with members of your family who have accompanied you to China, and, if possible, in frank and honest discussions with your teaching colleagues, who can often be of immense help. If neither of these avenues are possible, recording one's experiences in a journal and writing letters are very therapeutic. Remember to tell friends and relatives to write regularly, and not necessarily to wait for your return letter before answering. Receiving letters can be very reassuring and allow you to get on with your China experience without worries.

There is no way of avoiding culture shock to some degree when going to live in any new country (especially one as different in all ways as China) -- but there are ways to minimise its impact and to cut down on the length of time occupied by the frustration and hostility stage. The first of these ways is to be aware of what is happening: to recognise the symptoms of culture shock and to share the feelings which each phase generates with others so as to avoid the feeling of isolation which is so destructive in the long run. The second is to find new ways of coping with old (and new) problems, so that flexible thinking can lead to satisfactory resolutions instead of permanent inertia. Finally, and perhaps most important, it is imperative to determine reasonable and achievable goals for the experience of teaching in China (even if these goals have to be modified from those you hoped to achieve before leaving Canada) and to find ways of reaching these goals, whether they be as simple as survival or as complex as cultural and linguistic understanding.

Above all, to succeed in a new culture learn to participate in it and to integrate it with your own in as satisfactory a way as possible. Learning the Chinese language, and understanding its cultural traditions, is a good way to start -- and one that can accelerate substantially the gradual decrease of the impact of "culture shock". No-one can develop personally without a culture, and the success of any overseas teaching experience ultimately depends, not on how well you can retain your own cultural behaviours in the face of opposition, nor on surrendering them completely, but on integrating the best aspects of your own social and cultural "baggage" with that of Chinese culture so that you can feel as equally at home in your new environment as you did in the one from which you came, and so open up for discovery a whole new world of alternatives and possibilities.

Section Four TEACHING IN CHINA: BEING THERE

4.1 "*Danwei*" and "*Waiban*"

On arrival at the host institution in China, every foreign teacher automatically becomes a member of that "*danwei*" or work unit -- the basic unit of organisation in Chinese society. The personal identity of the individual is closely linked with this membership and to signify his Chinese identity, the new foreign teacher will be issued with a red card (described in the next section), possession of which will entitle him not only to a job and a salary, but also to all the services provided by that unit to its members. These include medical facilities, transportation, schooling and recreation as well as the issuance of the various kinds of coupon required to buy rationed commodities such as cotton, wheat flour and certain foods. For Chinese members -- and to a degree for foreign members -- it also controls where one lives, whether one can travel and the nature of the relationships between individuals. Membership of the work unit is, therefore, one of the most important aspects of the life of any member of Chinese society as the *danwei* to which he belongs can make his life easy or difficult, for it assumes total responsibility for his physical and moral welfare.

It is important to be aware that the *danwei*, representing the administration of the host institution to which the foreign teacher belongs, has undertaken, as a condition of being allowed by the State Education Commission to have foreign staff members, full responsibility for the overall well-being of the foreign teacher during his entire stay in China -- even when he is not physically on the premises. The officials charged with carrying out this responsibility -- usually the "*waiban*" or foreign office of the institution -- are specially selected for this purpose; those in charge being permanently delegated to this occupation, while the junior members (who handle the bulk of the day-to-day contact with foreign teachers, but do not make the decisions) tend to be younger teachers seconded by this office for a fixed period of time. Whatever their official standing, however, officials of the "*waiban*" tend to take the responsibility of looking after foreigners very seriously. This usually manifests itself in an anxious concern that the foreigner maintain good health and enjoy the facilities -- athletic, social and cultural -- provided, or organised by, the unit. It can also result sometimes, however, in a degree of over-zealousness, such as when the teacher -- particularly a female -- becomes protected to such a degree that he/she almost becomes a privileged prisoner of the unit, forbidden (or strongly advised not) to go anywhere outside the classroom or residence building without the accompaniment of an official from the institution to prevent any potential harm which might reflect back badly on the care that the institution was taking of its foreign guests. Under such circumstances, the only course is to negotiate some more reasonable conditions with the officials of the *danwei* early in the stay, and to realise that the irksome and seemingly unnecessary restrictions have usually only been put in place out of a well-intentioned sense of concern for the welfare of the teacher. Remember that resistance and lethargy are endemic to the system, however, but that patience, politeness and persistence usually pay off in the end. (See Section 5.4. for some suggestions on how to deal with this kind of situation).

Depending on the individual institution, the *waiban* -- the foreign affairs office of the *danwei* -- can be most helpful in meeting the special needs of foreign teachers. Cultural activities, shopping expeditions, local visits to schools and factories are all the responsibility of the *waiban* to arrange, and on the whole this aspect of its work is done well. Travel and holiday organisation -- including the obtaining of any neccessary permits -- also falls within the mandate of the *waiban*, and here, too, its members will usually try and help as much as they can. In emergencies, it is the *waiban's* business to deal with whatever may have arisen, and this it does with as much skill as it can muster. It is important, however, to realise that not all things are within the control of the *waiban* -- or of the individual *danwei* -- as policies and procedures throughout China on the subject of foreign residents are constantly changing, and sometimes fulfillment of requests does take time.

On the whole, however, it is difficult to over-exaggerate the importance of the *danwei* in the structure of Chinese society, and, if at all possible, it is reasonable and prudent to stay (at least at first) within the guidelines that it sets for all of its members. Realisation of the power structure within the *danwei* and how the the chains of command operate will come gradually during your stay, and so will the ability and leverage to achieve a workable compromise between their legitimate concerns for your welfare and your aspirations for your own achievements. Achieving and maintaining good relations with the *danwei* and its *waiban* is one of the most important keys to a successful and rewarding teaching experience in China, and treating its members with courtesy and consideration -- and on occasion with diplomatic firmness, if necessary -- will make most things possible in time.

4.2 Documents, Permits and Coupons

While you are in China you will normally keep your passport in your possession, but it will be requested by the host unit from time to time in order that the internal documents necessary for residence and travel within China can be issued to you. These documents are usually a red card (*gongzuozheng*) which is carried with you at all times and which identifies you as an official member of a specific work unit (*danwei*) and therefore as a foreigner resident in China rather than a tourist (often an important distinction), and a green card (*waiguo juliuzheng*) which operates like an internal passport and must be surrendered to the host unit whenever travel is undertaken inside or outside China. Another most important card should also be issued to you by your unit, this one being white in colour, called a *youdaizheng* or preferential treatment card. This is probably the most personally useful of the three, as it allows you to make purchases in stores without the obligation to pay in foreign currency certificates (mandatory for tourists) and also entitles you to a rate between that paid by tourists (very high) and that paid by Chinese (usually quite low) on travel arrangements, train and air tickets and hotel accommodation within China.

Permits are no longer required of most foreign residents for travel purposes, but there are exceptions in some special areas, and it is as well to ascertain in advance if an area to which you would like to go requires a special permit. If it does, these are not impossible to obtain (usually) but have to be arranged in advance to avoid official roadblocks on arrival. Normally, the *waiban* of your *danwei* will advise you if you need special permits for anything you propose to do, and will often help you to arrange for them.

Your *danwei* should also make available to you an issue of coupons, which are still required in China for some basic foodstuffs (grain, rice and cooking oil), fabrics (especially cotton), and some large household items. These coupons are issued locally are are not usuable outside the immediate area in which they were issued -- so when travel is planned it is useful to ask for some of the national coupons which are issued to those who have to travel on business outside their local area. Foreigners will find that these coupons are not always essential when making purchases -- in Friendship Stores for instance -- but they are useful to have -- especially if you are planning on doing some of your own cooking during your stay.

4.3 Currency and Banking

The basic unit of currency in use in China is called the *yuan* (colloquially *kuai*), and its value is approximately half that of a Canadian dollar. The *yuan* is further divided into *fen*, each *fen* being worth one hundredth of a *yuan*. There is an additional unit, called *jiao* (colloquially *mao*), which is one tenth of a *yuan*, and is in quite common usage. Paper currency is available in ten, five, two and one *yuan* notes, as well as in 5 *jiao*, 2 *jiao* and one *jiao* demoninations, and 5 *fen*, 2 *fen* and one *fen* notes are in common use as well. Coins are issued in 1,2 and 5 fen denominations, but these tend to be not to be used to any great extent except in the larger centres such as Beijing and Shanhai.

The currency is general use in China is called *renminbi* (literally people's currency), and is not convertible to foreign currency of any kind -- only having any value within China itself. This form of currency cannot be taken out of China, and is normally not issued, or available, to foreigners. Foreign experts and teachers are an exception to this rule as they are generally paid in this form of currency -- usually in cash -- and issued the white card (described in the previous section) to allow them to use it without the usual restrictions. However, there is also another form of currency now also in use in China known as *waibi*, or *waihui*, (literally foreigner's currency), which is issued in the same denominations as renminbi, but, unlike it, is covertible to foreign currency. This monetary form is usually only available to tourists in exchange for their own currencies, and is tightly controlled in terms of where it may be spent -- usually in special foreigners' stores (Friendship Stores), major restaurants and hotels. Foreign residents are also usually entitled to receive the convertible portion of their salaries in this currency, and since its use is obligatory for everyone in the purchase of certain goods (colour film is an example), it is wise to carry both kinds of currency when travelling within China. Newly arrived teachers should certainly check that *waibi* will be made available to them by their host units, as *renminbi* is not always accepted readily from a foreigner in all parts of China -- espeically in Guangzhou where many teachers report trouble in using *renminbi*, even if they are residents of the city.

One word of caution is necessary here, however. With the new economic reform, individuals and units are very interested in accumulating foreign exchange for the purchase of select goods and services. It should be emphasized that it is illegal to trade *waihui* for *renminbi* at a profit. Such an offence could result in expulsion from China for the foreign expert.

Foreign currency may also be freely brought into China -- and the unused portion taken out -- and most foreign teachers find it useful to bring some with them in the form of travellers' cheques (usually easy to cash at the Bank of China in major locations) or by making arrangements with their Canadian banks to have access to foreign money through a bank account with the Bank of China, or with a bank in Hong Kong. Teaching in China is not usually a money-making proposition, and it useful have some back-up funds for travel or emergency purposes.

4.4 Day-to-Day Living in China

The structure of daily living in China is not essentially different from that of Canada, but there are certain differences in approach that are worth bearing in mind when establishing a suitable routine for oneself.

In many places in China, there is not always a constant supply of the kind of public utility taken for granted in Canada, especially electricity and water. In some large industrial cities, the capacity of the electrical generating system is not yet enoguh to supply the needs of both residential and commercial consumers with the result that, from time to time, usually -- but not inevitably-- during the day, the supply of power to non-industrial consumers is shut off without warning. In areas where this happens, the local residents tend to take this interruption in their stride, and their consequent inability to use such things as audiovisual aids or domestic appliances as an unavoidable nuisance. This apparent arbitrary interruption tends to irritate the newcomer at first, however, because it is unexpected, and usually continues without any indication of how long the interruption will last. Plans have to be altered or changed -- usually at the last minute -- to accommodate this situation and this leads to inevitable frustration. It is well to be flexible in this regard, for it is a fact of daily Chinese life which will will only change slowly -- the only other alternative is continuing and increasing exasperation.

The water situation is a little different -- for many Chinese running water is still only obtainable at public standpipes, and even the quality of this supply is variable. Any hot water required has to be boiled (as all drinking water always is) and activities requiring large amounts of hot water, such as laundry and bathing, are done at public facilities provided by the unit. The foreigner is usually treated as an exception to this rule, and may be provided with running water in his own living accommodation, but it is often not seen as necessary to have continuous hot water, and wasteful to attempt to provide the energy required to do this. Hot water is usually supplied at set times of the day (either in large thermos bottles or through the water system) and one's daily routine has to be set up in such a way as to accommodate this -- no great inconvenience as long as the times are known and taken into account in daily planning.

Many things that are done when convenient to the doer in Canada are done when they are required to be done in China. Shopping and marketing is an instance. There is a tendency in Canada to do this on the average once a week and to keep supplies on hand to cover the interim period -- conversely a Chinese shops at the local market early every morning to ensure fresh produce. (If the newcomer intends to do, or has to do, any cooking for himself/herself this is a practice well worth emulating.) In fact, the entire structure of daily routine revolves for many Chinese around such set patterns as this -- just as there is a time for daily marketing, so there is a time for the midday meal (the main meal in China), for the following "*xiuxi*" or midday sleep (still very much a tradition in China), for recreation, and for study. Recognition of this pattern by the foreign teacher, and an acceptance of what it implies for his students -- and for himself -- makes day-to-day living much easier. Any newcomer to China, teacher or not, will soon find that trying to maintain the same daily pattern in China that they maintained in Canada only leads to eventual frustration.

On the whole, therefore, be prepared for a slower daily pace of life. Take time to listen to the grass grow and do not expect things to be planned weeks before they are due to take place. (Very rarely are any events known more than two or three days in advance, and they sometimes occur with no warning at all!) The secret of success in daily living in China is adaptation and flexibility -- a willingness "to go with the flow" as one ex-teacher put it -- and an acceptance that all things that are encountered as part of the usual routine in China have a reason -- no matter how obscure it may seem -- that is worth learning from.

4.5 Medical and Dental Facilities

The provision of medical and dental facilities to the foreign teacher -- and to all other members of the work unit -- is the reponsibility of the *danwei*. In most cases the institution will have some form of clinic on the premises for the treatment of minor ailments -- and it is a very unusual visitor that does not need the attention of the medical paraprofessionals at the clinic, with the more serious complaints being referred to whatever local hospital the unit may be afiliated with.

The health of the foreign visitor is usually of great concern to the unit and it is not uncommon to be taken to the hospital for treatment of what would be considered a minor ailment in Canada. The level of medical facilities in most hospitals is usually quite good -- depending on the region -- though somewhat old-fashioned on occasions. If hospitalisation is necesary -- as it sometimes is, even as a precaution -- the attention is excellent, and the concern expressed by the hospital staff more than compensates for the usually cautious and somewhat slow approach to convalescence.

Dental facilities are usually also provided in hospital, and they, too, tend to be competent, although old-fashioned in technique. There is a momentary flash of panic for any confirmed dentophobe at the sight of the long rows of dentists' chairs common in Chinese hospitals, but once in one of them, the business-like procedure of the Chinese dentist is re-assuring. It is probably worth having a thorough dental check-up before leaving Canada to avoid the necessity of having to visit the dental hospital, but if an emergency arises, the services are available.

On the whole, with sensible precautions (water is always boiled in China, for instance, and you will usually be supplied with it automatically wherever you go) and with a generally healthy constitution and an optimistic mindset, there should be no major medical problems to be faced in China. It is a good idea, however, to have a thorough check-up before you leave Canada and to take a supply of any commonly-used medicines with you, including antibiotics, so that you can feel comfortable with a certain degree of self-medication. In an emergency, most medicines are obtainable through clinics and hospitals -- though not always in the same form that they have in Canada.

4.6 Bringing a Family

For those new teachers who are intending to bring their families with them for the duration of their teaching appointment in China, there are several additional factors to think about when preparing for departure to China.

If the spouse does not intend to work, a problem that can easily arise in China is that of boredom and frustration. It is not easy for anyone to make the adjustment to living in a totally strange culture, especially one with a completely alien language, and to cope with the total separation from the usual support systems in Canadian society. The contracted teacher has this made easier by his or her professional inclusion in the new location, but the other partner has to handle the feeling of exclusion that often attends not participating in the professional affairs of the institution in the same way as the working spouse does. It is, therefore, wise for the husband or wife who intends to go to China, but not to seek employment, to have a very clear idea of what he/she is going to do with the available time while in China and to come prepared to use it constructively in some way -- otherwise the family situation can easily become unbearable.

The same is largely true of children who are taken by their parents to China. Most teachers who have done this have found that living in China is a very rewarding experience for children in the long run -- depending to some extent on their age -- but it is again a situation that should be prepared for carefully in advance. Except in Beijing, for instance, there is usually no provision made for schooling by the receiving institution, as there is usually no available school in which English is spoken by the teachers. This means the provision of correspondence courses for those children who are going to try and maintain their schooling while in China, and this, in turn, means arranging such courses with the appropriate provincial Department of Education in Canada before departure. It is sometimes possible to arrange some limited school attendance for foreign children in the local institute school, but this is usually limited to basic Chinese language instruction and to those subjects which do not require a high degree of verbal skill, such as music or art. In any case, such an arrangement will have to be negotiated directly with the institution authorities, and may require some time to set up, even if such an arrangement can be made.

In general, it is wise for any family to give considerable thought before departure to what each member of the family is going to be doing in China and to ensure that whatever arrangements that are needed in China are in place before leaving Canada. All necessary materials for the children's education and pastime should be ordered and purchased before departure. Like everything else in China, however, it should be remembered that things change and flexibility will always be needed by the family living there, so that the unexpected does not cause major problems for any one of its members.

4.7 Chinese Etiquette

There are a number of do's and don'ts which make living in China considerably more enjoyable and a little forewarning and forethinking about their nature can make the adjustment to Chinese living a lot easier.

Among Westerners, probably one of the best and most recognised traditions in China is the concept of "face". Many Westerners who hear of this concept for the first time are prone to underestimate its importance, but, although it is an old concept, its relevance and value in contemporary Chinese society cannot really be overstated. The concept of "face" dictates that any Chinese has an inherent worth by virtue of his existence and that this inherent worth is acknowledged in a tacit understanding by all who come into contact with him of what he represents and what he does. Any attempt to make a Chinese look foolish in his own eyes, or in the eyes of his peers, is an attempt predestined to fail, for far worse than being thought incompetent or intractable in the eyes of a Westerner is the admission to himself, tacit or otherwise, that there are even grounds for such an assumption. As a result, confrontation or belittling as a motivational technique has little value in China, Chinese etiquette demanding that co-operation in solving a problem or misunderstanding in such a way that both parties have a way out of the dilemna that will save "face" for them is the only feasible solution.

The Chinese concept of privacy is different also -- this is dictated largely by the physical proximity in which most Chinese live, and which requires certain tacit assumptions about privacy for it to be possible at all. It is not as common, for instance, for a Chinese teaching colleague to invite his or her Western counterpart to dinner in his own apartment as the converse would be in the West -- far more often such a dinner will take place in a public place, the teacher's own home being a place of retreat for himself and for his family. It is not always considered polite to ask to see the home of a friend in China -- especially if that friend is Chinese -- and to press the point can be considered disrespectful. However, "drop-in" contacts between foreign and Chinese teachers do exist in some institutes, but it is as well to be sensitive about them, and usually not to initiate such a pattern.

However, there is a tremendous tradition of respect for a guest in China which is reflected in the treatment most institutions accord their visiting teachers -- the traditional arrival and departure banquet, which is almost universal, being the major mark of this respect. Chinese banquets require a great deal of stamina; both because of the amount of food and drink that is consumed on these occasions, and also because this is considered the appropriate occasion for speechmaking -- which can on occasion go on interminably -- during which praise may be (and almost always is regardless of circumstances) lavished by both sides lauding the accomplishments and the contributions (real or imagined) that both parties have made to the well-being and progress of the other.

On the whole, Chinese etiquette rests on the twin foundations of respect for the person and for the institution/society/level of achievement which he represents. As when crossing any cultural barrier, the newcomer would be well advised to move cautiously in establishing relationships, and to treat with respect any custom or situation which he/she comes across and might not quite understand at first. With the passing of time as a resident foreigner, the basis for most practices becomes clear (if not totally acceptable) and can be dealt with easily and without trouble by the resident foreigner. The best piece of advice ever given to this writer before going to China was to think twice before reacting to anything that did not initially seem sensible or appropriate -- there is nearly always a second reason other than the most apparent from a Western cultural perspective -- which can explain and make sense of what might, at first, seem on the surface to be unexplainable and senseless. Any foreigner -- perhaps especially a teacher -- will ultimately be judged by those people with whom he comes in contact according to their perception of his worth -- a worth which will inevitably be calculated by the only standards they can use to judge: their own cultural traditions.

4.8. Making Friends and Contacts

Chinese people, colleagues, students and acquaintances, are among the friendliest in the world, and the welcome accorded any foreigner who has come to work in China -- and so to help implement "the four modernizations" -- is always a warm one. However, making long-term friendships, and avoiding the pitfalls that are inherent in such relationships, is an undertaking that should be approached with a certain amount of caution.

The main reason for this is the need to sensitize oneself to the local "climate" (physical, emotional and political) before making overt gestures of friendship that can very easily be misunderstood without such sensitivity. Each area of China is different in its approach to foreigners; some have a long history of such relationships and are at ease with Chinese/foreign contacts while others have a much more recent exposure to foreigners living and working among them and are much more cautious in the types of relationship that are considered acceptable. A newcomer to an area of China with which he is not familiar needs to take the time to absorb what the local feeling is, and to realise that the Chinese with whom he comes in contact -- including his colleagues -- are, for the most part, part of the reason why this feeling exists.

This does not, of course, mean that it is impossible to make friends or contacts that are meaningful and lasting -- many teachers have done so -- but just that it is necessary to be aware that there are certain risks (to both parties) involved in forming such relationships, and that, until the foreigner has passed through a period of cultural acclimatization, the basis for a true friendship -- in the Chinese sense -- may be difficult to establish. Many teachers have approached the initiation of friendships through "free time" excursions -- usually on Saturday mornings -- with their colleagues and/or their students. These outings have the advantage of providing neutral ground for less formal relationships than are possible in the working environment, as well as allowing the Chinese partner to talk freely in English and to expose his foreign partner to more of the culture of China -- something which most Chinese are delighted to do. More intimate invitations -- such as visits to each other's homes -- can easily flow out of such initial contacts, if both people feel comfortable and at ease in each other's company.

There is one note of caution, too, about established relationships with Chinese friends. The desire for an educational experience abroad -- either as a student or one such as that being undergone by the foreigner in China -- is highly valued and, in today's more open political atmosphere, is becoming increasingly more possible under either Chinese or foreign government programmes, or private sponsorship. It is easy to mislead Chinese friends on this score. If you know that you, personally, are not ready, or are not able, to sponsor and/or fund the trip, tuition and expense of a Chinese friend and/or family member if they come to Canada, do not encourage this kind of discussion, although it will inevitably occur from time to time. Explain the situation carefully, avoiding the semblance of appearing as an expert on Cnadain immigration policy, and put any potential visit firmly within the context of what is possible, both from your own point of view and from that of the Chinese authorities.

On the whole, however, there is no reason in the world why every teacher should not leave China with a number of good friends and useful future contacts -- and most teachers do -- but it is an aspect of the Chinese experience to be carefully thought about in advance, and only approached in a way compatible with the culture of China and the "climate" of the local area in which the teacher finds himself.

Section Five PRACTICAL SUGGESTIONS FROM FORMER TEACHERS

(The following four articles are all based entirely on ideas and remarks made in their responses by the teachers who were included in the survey done for this Handbook)

5.1 Useful Materials to Bring

A number of general comments about useful professional and personal materials have already been made earlier in this Handbook, and the following information is designed to supplement that in the form of three specific lists of useful materials (two professional and one personal) taken verbatim from the suggestions made by the surveyed teachers.

a) Suggestions for useful professional texts:

Alexander	Mainline (Series)
Allen & Cordon	Techniques in Applied Linguistics
Baudoin	Reader's Choice
Bell	Decisions, Decisions: Game Theory and You
Bradburn	Side x Side
Byrd & Clemente-Caabetas	React/Interact
Dixson	Essential Idioms in Enlish
Dulay	ESL Texts (any)
Easterly	Decisions: the Simulation Game of Goals
Eckersley & Eckersley	A Comprehensive Grammar for Students
Finnochiaro	Teaching ESL
Hailey	Overload (Eng. & Chinese editions)
Krashen	Language Acquisition
Lawrence	The Stone Angel
Leech	Meaning & the English Verb
Maley, Alan	Learning to Listen
Maley & Duff	Sounds Intriguing
McArthur	The Written Word
Mendelsohn, et al.	Functioning in English
Methuen Press	The Essence of Precis
Miller	Death of a Salesman
Morley	Improving Oral Comprehension
National Council of Teachers of English	English For Today Series

Oxford: Oxford Univ. Press 1979-80	Reading & Thinking in English (4 vols. illus.)
Richards	English Through Songs
Royal Bank of Canada	The Communication of Ideas
Swales	Writing Scientific English
Ur	Discussions That Work
Woronov	Modern American English

b) Suggestions for useful general materials:

Canada (produced yearly by Statistics Canada)
Canadian Magazines (Macleans, Harrowsmith, Outdoor Canada)
Classroom placement tests
Composition Handbooks
Dictionaries (Oxford or Webster)
English Literature Anthologies (esp. Norton)
Forum Magazine
Gambits
Harrap's Pocket Grammar
Newspapers -- Globe and Mail, Guardian, New York Times
NCTE English for Today series
NRC Magazine -- Science Dimensions (excellent)
Penguin Guide to English Literature
Penguin History of English Literature
Pronunciation texts (any)
Radio Canada International discs (sent weekly)
Scholastic Books
Shakespeare (tapes)
Short articles -- on anything!
Short Stories (class sets)
SPEAQ Journals
SRA Reading laboratory materials
Stencils of favourite lessons
Tapes of different people speaking
Tapes of Canadian radio broadcasts
Teacher training materials
TESL Canada Journals
TOEFL test materials
World Almanac

c) Suggestions for useful personal items:

1. Personal reading materials (books and magazines)
2. Dictionaries (English and Chinese/English)
3. Writing materials
4. Typewriter
5. Warm clothing
6. Long underwear
7. Good walking shoes/boots
8. Toiletries (TAMPONS!, deodorant, toothpaste, special shampoo, etc.)
9. Drugs -- non-prescription (for colds, etc.)
10. Vitamin Pills
11. Birth Control supplies (if needed!)
12. Tape recorder and tapes
13. Radio -- short wave
14. Camera (and FILM!)
15. Toaster/hotpate (220 W.)
16. Coffee maker/coffee (Melitta drip type)
17. Snacks (if you have anything you especially like)
18. Swiss Army Knife
19. Guide books and maps in English
20. Small backpack
21. Supply of board games
22. Photos of Canadian life
23. Slides and projector (220 W.)
24. Silica gel (protection against humidity)
25. Small gifts for Chinese (Canada pins, stamps, etc.)
26. Small quantity of best-loved Western spices

5.2 Impressions of Teaching in China

The following are some verbatim comments made by the teachers contacted for this survey recording their impressions of the teaching experience.

1. "Teachers are rarely informed in advance about decisions in the institute which affect them, such as cancelled classes or activities in which they are expected to participate."

2. "It is not easy to obtain professional satisfaction in China. Anyone who feels that he is an intellectual missionary rather than a guest is going to have trouble adapting".

3. "Working at my university is an enjoyable experience because the institution is a "model" school (pilot programme) where teachers have initiative and they can propose a type of course that they are interested in."

4. "As in most Chinese institutions with foreign experts, I was not invited to departmental meetings, or encouraged to take an active part in decision making."

5. "I found there was a great need to explain Western culture if there was a reliance on a specific text. I didn't want to lecture on Western culture and so made lessons which avoided it whenever possible."

6. "We had excellent co-operation from the departments with which we worked. They gave us the best that they had and took a personal interest in the programme."

7. The students had few major problems with English sounds, and generally spoke with little accent. Their biggest lack was in idiom. The level of the best students was better than the level of all but the best teachers."

8. "I was intersted in teaching research, and I was able to find both Chinese colleagues interested in the field and Chinese undergraduates willing to serve as subjects of research projects."

9. "Teachers are very poorly paid and locked into jobs. There is no incentive to work hard and improve skillas many of them didn't choose to be teachers in the first place".

10. "There is some resistance to new teaching methods -- methods that do not require memorization and the mastery of content. Chinese colleagues are cautious about trying out new things even if they respect them as practical."

11. "The student body was very eager to learn and very conscientious. They gave a lot of themselves."

12. "We were ostensibly members of the faculty and treated well in every way. However, we were not seemingly accepted completely by other faculty members, except perhaps by those in the English Department."

5.3 The Delights of China

In the survey on which the information for this Handbook was largely based, teachers who have taught in China were asked to list their most enjoyable experiences during their time there. The following list reflects these choices, and has been arranged in order of frequency of response, so that the first mentioned are those which were most frequently given by the respondents. They are offered here as a guide to what can be done by the teacher in China, though, of course, what is possible and practical will, as always in China, depend to some extent on the location and environment of the particular institution.

1. Getting to know Chinese young people and the way that they live and think

2. Having the opportunity to see and travel in China

3. Learning about Chinese culture and language

4. Teaching English to enthusiastic students

5. Making new friends

6. Learning about the personal experiences of one's students

7. Moving around on one's own in the local area

8. Working with and meeting other foriegners

9. Learning to speak Chinese

10. Taking field trips to local attractions

11. Having the opportunity to try a new lifestyle
12. Trying new food
13. Team teaching with Chinese colleagues
14. Experiencing the attitude of friendship towards foreigners
15. Gaining new teaching insights
16. Doing personal research
17. Seeing films in Chinese
18. Getting recognition for good work done
19. Going on visits to factories and other worksites
20. Developing new courses
21. Participating in Chinese celebrations
22. Gaining new insights into the English language
23. Watching Chinese television
24. Having the experience of parenting a child in a Chinese school
25. Drinking Chinese beer

5.4 Advice for the Neophyte

The following comments are designed to offer advice on the experience of teaching in China from those who have done so in the past. The suggestions are unedited, and also, for obvious reasons, anonymous, and they reflect the range of reactions that exposure to China and its educational system can generate.

1. "Be flexible -- expect little by right and remember that as cultural norms are different, so are the ways in which experiences and behaviours are viewed."
2. "Learn to enjoy a simple life -- turn off the T.V. and discover how to enjoy yourself with only the resources you can take in a suitcase."

3. "Be prepared to overcome obstacles with enthusiasm and compromise. The Chinese have their own ways of doing things, and, until these are understood, progress can be difficult."

4. "You must be flexible and you must have a sense of who you are to enjoy a year in China."

5. "Be prepared for the fact that you will inevitably find that some of the comforts of home are missing, that you will be, at times, homesick, and that some aspects of the job will be frustrating."

6. "Make as many friends as possible -- people are extremely warm once you get beyond the formalities. Friendship was the greatest reward of the whole experience."

7. "Try to evaluate what you encounter by understanding the historic conditions that produced this state of affairs -- do not judge China by Western standards."

8. "Be open-minded and PATIENT -- be prepared to negotiate and compromise."

9. "It's necessary to be firm (in a pleasant way) about things that appear just and reasonable. While the Chinese despise foreigners who lose their temper, they respect and will help those who will not take no for an answer, when yes is both reasonable and possible."

10. "Enjoy yourself -- you're in for a fantastic experience. Teachers die for students so keen to learn and your stay will provide you yourself with a wonderful opportunity to learn and expand in so many ways."

11. "You must be aware of the expectations and assumptions that you come with. These colour your perceptions and thus affect your reactions and behaviour."

12. "Come prepared for China to be different from Canada. Be quick to observe both how people live and do things and be sensitively inquisitive as to why/how things are done, but slow to make value judgements about them."

13. "Life is slow here. One who expects too much of the environment, or himself, will be very frustrated. Sometimes it is very boring, but, for those who are not looking for the wrong things, life here is very enjoyable."

14. "Be flexible, leave your occidental values at home (stop comparing your old life to the new) and laugh!"

15. "Be skeptical of the sense of exoticism at being in China. The world is only round -- do not be an "expert" and do not try to become one in China. . Avoid pretension and work hard."

16. "Bring long underwear for indoor wear. Heating is often poor or sporadic, and offices and classrooms COLD".

17. "I think the most important thing is to be patient. Someone advised me before I went to China to *avoid arrogance.* I didn't understand at the time, but it was the best advice I've ever got."

18. "Be prepared to deal with a conservative bureaucracy in which change and innovation are often viewed with suspicion, and in which the smallest request must pass through numerous levels of decision-making."

19. "Be prepared to explain cultural differences. We can interpret our society to them in a way that their own teachers, even those who have studied here, cannot."

20. "Learn some Chinese before you come and try (sometimes against all odds) to use it while in China."

21. "Stay as long as possible -- it takes a while to build trust."

22. "Find out as much as possible about school expectations, facilities, hardware, duplicating, living accommodations, courses -- *in advance*!"

23. "It is important to learn the "Who's who" of the institute, and to establish yourself as a friendly, considerate, reasonable, hardworking participant in college life."

24. Don't take too many clothes, and what you do take should be dark, or at least not white, and easily washable."

25. "Bon voyage! You're in for a great experience!"

PART TWO

The following pages are compiled from the responses to surveys sent over the last year and a half to as many Canadian teachers as could be contacted, who currently are teaching, or who have in the past few years taught, in The People's Republic of China.

It is wise to remember in reading the accounts of any particular institution that the data usually reflects the conditions prevailing at the time of the survey response. In most cases, the responses are relatively recent, but some institutions have not had Canadian teachers for one or two years, and the conditions as reported may have changed. It is wise, therefore, to use the reports only as a general guide as to what to expect, and not as a specific indicator of currently existing conditions.

There were also situations in analysing the questionnaire responses where data was lacking, or, in some cases, contradictory, and allowance has been made for this in the reporting of the results. As will be seen, some institutions have considerably more data given below than do others, as this reflects both the completeness and the number of responses received from individual institutions. In a couple of cases, Canadian teachers have worked at a Chinese institution but have not been able to be contacted for one reason or another -- in those cases the institution is identified, but no data is given.

The recipients to the questionnaires have not been identified by name -- in fact, many of them have specifically requested anonymity. Their comments have, however, been reported as they were given -- sometimes verbatim -- and serve as an accurate a guide as possible to individual reactions to individual institutions. (The names of the respondents are, however, on file with TESL Canada -- and can, in most cases, be obtained by specific request to the author from an individual seeking further information about a Chinese institution to which he has been posted.)

A final caveat is most important. The respondents to the questionnaires were asked to provide ratings of their accommodation and professional facilities based on a comparison with Canadian standards -- and, as many of them pointed out, this is a very difficult thing to do. China is *not* Canada, and by and large, institution authorities do try and provide foreign teachers with the best that thay have to offer at the time -- sometimes inadequate when compared with what has been left behind, but usually better than expectations, and certainly considerably better than anything provided to a Chinese teacher of equivalent standing. As one respondent pointed out, it is perhaps unwarranted to criticise one's hosts for not providing what they have not got themselves, and it is certainly not the intention of this Handbook to do that, but hopefully the descriptions given below can serve as an introduction to what is available where, and what to expect on arrival.

6.1 Beijing and Area

General Information

Beijing, located at the top of the great North China plain, is the capital of The People's Republic of China, the principal administrative centre, and also one of the most interesting cities in China for its historial and cultural artifacts. The city itself, sprawling and often dusty, is home to nearly nine million Chinese. Climatically, the most pleasant time of year in Beijing is in the fall when it is dry and warm in the day and cool in the evenings. The winters are often very cold, the constant wind lowering the temperature well below freezing, and the summers are usually hot and humid. Most new Canadian teachers, whether they are to remain in Beijing or not, will be given a tour of the major historical sites (the Forbidden City, the Great Wall, etc.) by the representatives of their host unit when they first arrive.

Living and teaching in Beijing has both advantages and disadvantages for Canadian teachers, depending on what the individual wishes to gain from the experience.

Advantages include above average facilities at most Institutions and students who usually have a wider base of knowledge about things Western. Living accommodations (usually provided at the Friendship Hotel -- see listing for C/CLTC for details) are also better appointed than most in the provincial areas, with the greater access to physical amenities and cultural facilities. Western foodstuffs and reading materials are also more abundant than in other regions, as is transportation. (Teachers working in Beijing are encouraged to buy a bicycle for their use while there.) Access to sources of professional material outside the Institution is also easier as all the Embassies are located in Beijing and most provide some form of lending service for teachers.

Ironically enough, some disadvantages stem from the same situation. The Friendship Hotel is regarded by many as a foreigners' ghetto, to which access by Chinese, especially students, is limited, and thus the opportunity for contacts with individual Chinese and the formation of friendships is restricted. One teacher, who has worked both in Beijing and in a provincial capital, commented that "although I had many more luxuries available in Beijing, I got to know my students much better in the provincial Institution -- I generally had a better idea about life in China there."

The following listings of institutions in Beijing are designed to give specific information about locations that have employed Canadian teachers in the past (though not all are currently doing so), but should be read in conjunction with the foregoing comments about personal and professional life in Beijing generally.

a. Canada/China Language Training Centre

The Canada/China Language Training Centre is a joint project between the Ministry of Foreign Economic Relations and Trade and the Canadian International Development Agency (C.I.D.A.). The Canadian headquarters of the Centre are located at St. Mary's University in Halifax, Nova Scotia, and the Centre itself is located on the campus of the Beijing Institute for Foreign Trade.

Recruitment of teachers for the Centre is done through the Canadian office at St Mary's (some teachers have been hired in China but nearly all in Canada), and all arrangements pertaining to travel and to professional work load are made by the Centre. As this teaching institution is considered to be primarily a Canadian funded project it is also the only teaching appointment currently in China that hires its own teachers directly without specific reference to the State Education Commission. Because of the nature of their contract, teachers at the Centre are paid the equivalent of Canadian salaries, unlike other "foreign experts" in China. Most teachers employed there in the past report a high degree of satisfaction with the professional arrangements made for them by the Centre.

Accommodation for teachers at the Centre is provided at the Friendship Hotel, located some 30 minutes distance from the campus, but with transportation provided for working purposes. (Some teachers commented that the journey twice a day was a little arduous, however.) The Hotel itself provides a range of amenities, including shops, hairdressers, a gym, a pool and movies. Foreign teachers are housed in self-contained apartments within the hotel, some with their own kitchens abnd some without, though dining rooms are provided for all guests to take their meals. Most teachers staying at the Friendship Hotel were satisfied with the quality of the accommodation, though there were comments about the sporadic and somewhat desultory nature of the cleaning services, and about the difficulties sometimes experienced by Chinese friends in gaining access to the hotel for visits.

The professional purpose of the C/CLTC is to train Chinese professionals who will be coming to Canada at some time in the future in connection with work/study or further professional training and, for this reason, the emphasis is on communicative language teaching. Chinese teachers are encouraged to team-teach with Canadian teachers. One Canadian stated that the fundemental aims of the Centre itself are to "provide an opportunity for Chinese teachers of English to observe Canadain teaching methodology, and to learn about the characteristics and needs of the trainees who will study in Canada."

As a result of these objectives, Canadian teachers find themselves concentrating on courses that emphasise oral communication with students who have already been pre-tested for their English ability, but are still quite varied in their achievement levels. Teachers spend about 10-12 hours per week in the classroom, and in addition to this also perform a variety of other duties including taping of materials, curriculum development, evaluative testing, delivering lectures and, in one case, editing the student English language newspaper.

Facilities were considered to be quite good, and increasing in quality both because of the financial commitment to the Centre by the Chinese and because of the growing amount of materials developed by a succession of Canadian teachers who have worked there. Materials were both supplied by the Centre and brought by the individual teachers and supplemented from a variety of sources including the British and Canadian Embassies and by personal arrangements between individual teachers at the Centre and Canadian sources.

Teaching at C/CLTC is probably the most desirable teaching appointment at present in China, both in terms of the facilities and the remuneration, but it is not easy to obtain a position at the Centre. There are several hundred applicants each time vacancies are advertised and those chosen are usually highly qualified in the ESL field and have previous overseas experience.

b. Beijing University

Canadian teachers working at Beijing University have been engaged through Educational Services Exchange with China (E.S.E.C.), a U.S. based agency (in Los Angeles) which also recruits Canadians.

This agency did the negotiating of work load and salary on behalf of the recruited teacher, and the information recieved about these points prior to departure from Canada was considered to be satisfactory. E.S.E.C. also provided written information on China and a pre-departure orientation programme. Transportation was paid one way by the Chinese government.

Living accommodation was provided on campus in a three room apartment, air-conditioned and heated but without cooking facilities.

Teaching was done in a team setting for an average of 12 hours per week. Subjects emphasised were listening and speaking, reading, writing and cultural understanding. Students were those preparing to go the United States or to take courses in China from American professors. The reading level of these students was high, but their oral skills varied from minimal to a reasonable degree of fluency. Conversation classes were also provided for these students on an *ad hoc* basis by the foreign teachers.

Teaching materials were provided largely by the. sponsoring agency and by the teachers themselves, with some help from embassy sources. Beijing University has a good library, and facilities for audio-visual materials were freely available.

Student contact with foreign teachers was fairly free, but controlled within some limits. Beijing University has a tradition of dealing with foreigners and this may account for the fact that there seems to be a well organised system for contact and use of the foreign teacher's time.

c. Beijing Institute of Foreign Languages

Teaching by Canadian teachers at this institute was arranged through the Chinese Consul-General in Vancouver, on the basis of an offer to teach specific courses in English to graduate students.

Negotiations concerning work load and other academic arrangements were made directly with the institute and teachers were allowed complete freedom in the choice of texts and materials. Transportation to China was arranged by the teacher and paid for by a Canadian academic exchange organisation.

Living accommodation was provided in "superior" hotel accommodation, paid for by the institute, and was perhaps embarrassingly opulent compared with the space and conveniences of Chinese teachers at the institute.

Teaching consisted mainly of graduate level English Literature courses -- as per the arrangements made in advance -- for about six hours per week, with the addition of tutorials and supervisory duties concerning essays. The students were completely free in their contact with foreign teachers and their intelligence and motivational level was extremely high.

d. Beijing Second Foreign Language Institute

The placement of Canadian teachers working at the 2nd Foreign Language Institute was arranged through the auspices of the Ontario Teachers Federation and the British Columbia Institute of Technology.

Arrangements for teaching duties were made directly with the institute, and information received was considered satisfactory when conveyed through a Canadain institution but only minimal when supplied directly by the host institute. Travel arrangements were made by the host institution but some problems were reported in ticketing.

Living accommodations provided were generally of a good standard in an apartment hotel off the campus (Friendship Hotel), with a considerable journey involved in getting to work.

Teaching consisted of aural/oral English courses, reading, composition and grammar courses for approximately 10-12 hours per week. In addition to classroom instruction, Canadian teachers also offered tutorials, teacher training and taped materials for the use of their colleagues. Supervision of research essays and evaluative testing was also done. Materials were provided by the institute and supplemented by the teacher. Audio-visual facilites offered by the institute were of a reasonable standard, but the library and reseacrh facilites were weak and inadequate. Contact with students outside class was difficult owing to the distance involved, but was possible. The students themselves were well-motivated and enthusiastic, but their study was hampered by poor facilites and working conditions.

e. Beijing Normal University School of Foreign Languages

The arrangement to teach in this university was made directly through the Chinese embassy in Ottawa. A letter of appointment was sent and complete information was supplied by the institution including the specifications of the teaching arrangements. Travel arrangements were handled in a completely satisfacotry manner by the host institute.

Living accommodation was provided in a hotel off campus, with good facilites and within a reasonable distance of the institution.

Courses taught included linguistics, composition, and literature for a toyal of approximately 10 hours per week to second, third and fourth year students. In addition to classroom duties, foreign teachers were also involved in giving advice to graduating students on essay writing, some academic counselling, and givng speeches on aspects of Canadian culture to both staff and students.

Teaching materials were largely provided by the teacher directly, supplemented by assistance from the British and Canadian embassies, and while audio-visual facilities were gnerally good, duplicating and library arrangements were poor and the holdings were limited.

Contacts with the students outside class were free and informal, and on the whole, this institution seems to have endeavoured to make teaching there a fulfilling experience.

f. Beijing Foreign Affairs College

The teaching arrangements with this institution were made through the Chinese embassy in Ottawa and the Beijing Foreign Experts Bureau.

A letter of appointment was supplied by the College, but other than this, pre-departure information was limited to a general idea of the institution and of the duties to be performed. Travel arrangements made by the College were completely satisfactory.

Living accommodation was provided in a hotel away from the campus, with good facilities and within a reasonable distance of the teaching area.

Courses taught included composition, extensive reading, intensive reading, and teacher training and occupied about 14 hours per week to students of extremely mixed English skill level. In addition to classroom duties, tutorials and teacher consultations were part of the workload. Materials were provided by the institute but supplemented by the materials supplied directly by the teachers and from arrangements made with various embassies. Audio-visual facilites were good -- including an excellent language lab -- but library and professional arrangements were below standard.

Contacts with students were limited, partly due to the distance involved in travelling to the teacher's accommodation, and visits tended to be in groups rather than as individuals.

g. Capital Medical College of the Chinese Academy of Medical Sciences, Beijing

The sole Canadian to have taught at this institution so far obtained the position by personal enquiry while in Beijing as the spouse of a Canadian diplomat. As a result, she was considered a local employee and paid a salary lower than expatriate Canadian teachers usually receive. Specific arrangements relating to transportation and living accommodations were also not applicable in this situation due to the circumstances of employment.

Courses taught at this institution included conversational English for all students, intensive reading for medical personnel (especially doctors) and medical terminology in English for medical students. Class time occupied about 15 hours per week, and in addition, the teacher provided assistance in writing and taping materials, curriculum development and cultural orientation to Canada.

The professional facilities available at this institution were reported to be adequate, with duplicating facilites limited. Teaching materials were both provided by the institute and by the teacher and supplemented by films and tapes from embassy sources.

The teacher's contact with students and staff was limited but friendly. The contacts with numerous Chinese people in the medical field was especially rewarding.

h. State Bureau of Meterology, Beijing

The sole teacher reporting on this institution obtained her employment through direct contact with the institution and worked there for the summer term only.

Living accommodations provided by the institution were in the Friendship Hotel and were rated satisfactory, exceeding the expectations of the teacher.

Courses taught were specifically designed to teach English to scientists, usually at the post-graduate level, and averaged 25 hours per week over a six day week. In addition to classroom duties, assistance was also given in the form of tutorials to individual students, taping materials and curriculum development.

Facilities provided were adequate but access to the library and professional materials was not easy for the Canadian teacher. Materials were provided both by the institution and by the teacher, with supplementary materials obtained from the Canadian embassy.

Student contacts were freely allowed but often difficult to arrange due to the distance of the living accommodation from the campus.

i. China National Offshore Oil Corporation Exploration and Development Research Centre, Zhuoxian

Zhouxian is located just south of Beijing in Hebei province, and the sole Canadian to teach here so far obtained his position through the auspices of the Foreign Experts Bureau in Beijing, to whom he applied directly. Very limited information about either the place or the purpose of instruction was received before leaving Canada, but the travel arrangements proved to be satisfactory in all respects.

Living accommodations were provided in a hotel off the campus, but with good accessibility (a three minute walk) to the institution. The rooms provided were air-conditioned with hot and cold water, and of a comfortable standard, the only drawback being the limited heating in the winter. As the institution was very close to Beijing a weekly visit was arranged by the authorities for foreign teachers.

Classroom teaching was provided in English language skills to adults for a total of about 20 hours per week. In addition to classroom contact, the foreign teacher also taped materials, and was involved in curriculum development and the editing of speeches and publishable materials written by members of the institution.

The library facilities were reasonable, but not spectacular, but audio-visual equipment was freely available for use. Teaching materials were provided by the institution and supplemented by sources from the British and American embassies in Beijing.

Student contact was freely developed, but there were problems of access to some facilities, due to the nature of the administrative organisation.

6.2 SHANGHAI AND AREA

General Information

Shanghai is one of the largest cities in the world with a population of about 12 million. It is the most cosmopolitan city in China, and the Shanghainese are often regarded as trend-setters in both social and economic fields. Because of its long association with the West and with Westerners (remnants of the pre-war international settlement there are still to be seen), the Shanghainese are more comfortable with, and open to, foreigners than are people from many other cities in China. Scenically, Shanghai itself has little to offer as it is primarily an industrial and port city, but it does have an ambiance unlike any other city in China, and it is quite close to major scenic atttractions like Suzhou and Hangzhou. The climate in Shanghai is mild and pleasant in spring and fall, chilly, grey and rainy in winter and extremely hot in the summer.

There are three major institutions at which Canadians have taught in Shanghai, but currently there is only specfic data available on two of them.

a. Shanghai University of Science and Technology

Canadian teachers working at this institution were recruited through Canadain Executive Service Overseas in Toronto. All arrangements pertaining to travel and contractual obligations were made by Canadian Executive Service Overseas on the behalf of the teacher directly with the Chinese authorities. Only limited information about the institution was recieved before leaving Canada, and the travel arrangements were not always the most convenient.

Living accommodations were provided in a small apartment (2 rooms) close to the campus. The apartment was well maintained, with hot and cold running water, but without cooking faciities. The air-conditioner was also used as a heater in the winter, but was insufficienet for the level of heat needed by those used to Canadian heaters. On the weekends, accommodation was provided by the institute in Shanghai or nearby cities.

The courses taught at this institution by Canadian teachers included speaking, listening and writing to both post-graduate and undergraduate students, and teacher training sessions for institute faculty members. The average classroom teaching load was about 14-16 hours per week. In addition to classroom duties, Canadian teachers also provided tutorials (often requested directly by students), wrote and taped materials, and worked on some curriculum development.

Some teaching materials were provided by the institution, but the bulk of what was used in the classroom was either selected by the teacher from his/her own teaching materials or written specifically by the individual teacher for his/her own use. An attempt was made to supplement teaching materials with films and audio-visual aids from embassy sources, but this often resulted in "too little, too late."

Library facilites were considered adequate at this institution, but the provision of other ancillary facilities, such as cassette players and typewriters, varied depending on what was available at the time.

Student contact was without specific restriction and considered very free -- the only limitation being one of time, especially in the evening hours. The students were highly motivated, and described as being friendly, co-operative and very willing to work, and the faculty members as open and receptive to developments in the communicative approach to English Language teaching.

b. East China Teachers University

Canadian teachers working at this institution obtained teaching positions directly through the Chinese embassy in Ottawa and the State Education Commission in Beijing. Arrangements pertaining to teaching load and transportation were made directly with the institution and, in spite of very limited information prior to departure from Canada, appear to have worked out successfully.

Living accommodation was supplied in the form of a small apartment on the campus, with cooking facilities and a shared fridge. Hot water was supplied to the shower only. The institute also provided the Canadian teacher with a Chinese language instructor and a martial arts instructor.

Courses taught included English Literature at the post-graduate level, intensive reading for undergraduates, and teacher training in literature. Total classroom contact hours were 10 per week. In addition to classroom duties, Canadian teachers were also involved in tutorials, writing and taping materials, basic curriculum development and giving public lectures.

Some teaching materials were provided by the institute while others were provided by the teacher with supplementary sources from the Briitish Council in Beijing and contacts in Canada. Professional facilities, including library and duplicating facilities were weak and sometimes hard to obtain.

Student contact between foreign teachers and students was freely allowed, though monitored, and the students themselves were considered excellent. The relationship between foreign teachers and Chinese colleagues was respectful and productive, though there was evidence of a lack of communication between administration and the foreign teacher.

c. Shanghai Institute of Foreign Languages

This institute specialises in the training of personnel qualified to act as teachers, interpreters, and translators in 10 different languages. The teaching of English is one of the main areas of study of the institute.

The institute staff numbers about 600 teachers, of whom a number are native speakers brought in to teach specific courses in the senior undergraduate and graduate programmes. Some expatriate teachers also teach in the institute's Preparatory Department for Chinese students going to study abroad.

A number of Canadian teachers have worked at this institute in the past, but no specific data has been received to date on either their professional or personal reactions to the experience.

6.3 GUANGZHOU AND AREA

General Information

Formerly known as Canton, Guangzhou is one of the most Westernised of Chinese cities due to its proximity to Hong Kong. Home to about 5 1/2 million, it is also the largest industrial and foreign trade centre in South China. Guangzhou also has the distinction of having its own form of the Chinese language -- the dialectical variation from standard Chinese "*putonghua*" is so great that many Chinese from other parts of China find it almost impossible to communicate with the Cantonese -- and a unique cuisine, the delight of many foreign visitors. The climate is subtropical, warm year round, but can also be very humid in the spring and the fall.

Living and teaching in Guangzhou and its nearby municipalities has the advantage of constant Western contact and the easy access to Hong Kong, but it also suffers a consequent disadvantage in that it is often difficult for resident Westerners, such as teachers, to distinquish themselves in the eyes of the local Chinese, from tourists -- a situation which often leads to difficulties in getting to appreciate what makes China different from other developing societies and creates problems in the use of local money (see Section 4.3). Foreign teachers going to the Guangzhou area were strongly urged to insist that part of the money paid to them by the institution was paid directly in Foreign Exchange certificates (*Waibi*), as many items had to be paid for in this currency, for *renminbi* (even with the white card) was not always accepted.

a. Guangzhou Institute of Foreign Languages

Canadian teachers working at this institution were recruited through a number of sources, including the Association of Universities and Colleges of Canada (AUCC), the Ontario Ministry of Education and by direct application to the institution itself.

Arrangements concerning teaching load were made directly with the institute itself, with minimal help from the Canadian sponsoring agency. Information, both about the institute itself and about the nature of the work to be performed there, was generally very sparse in advance, and this did lead to some misunderstandings on arrival in Guangzhou. Arrangements for transportation to China, also the responsibility of the institute, were inadequate in some cases, leading to some consternation for the newly arrived teachers on reaching Beijing.

Living accommodations, in the majority of reported cases, were provided in an apartment located on the campus, but they were, on the whole, not up to the standard of other foreign teacher acommodation elsewhere in China. Reports on living accommodation included mention of inadequate heating and cooling facilities, irregular maintenance, and a low standard of meals. Although a dining room was provided many foreign teachers preferred to do their own cooking.

Classroom instruction at G.I.F.L. by Canadian teachers was extremely varied in nature. Teacher training courses, in both F.S.L. and E.S.L., were provided as were courses in linguistics, composition, basic conversation, business writing, and British, American and Canadian literature. Depending on the qualifications and experience of the foreign teacher and the nature of the course, the students under instruction ranged from first year undergraduates to faculty members. The average weekly contact hours ranged from 3 to 16, with the average time spent in the classroom being about 8- 10 hours. In addition to classroom instruction Canadian teachers were also involved in some (voluntary) tutorials, taping English language materials, specific assistance with thesis work, and preparing and conducting lectures and workshops on specific educational and cultural topics.

Library and professional facilities were adequate, though deficient in some areas -- especially F.S.L. and Canadian Literature -- but duplicating and copying arrangements were poor. The provision of teaching materials for classroom use was largely considered the responsibility of the individual teacher, and was supplied from teaching sources brought from Canada by them. Materials from external sources, such as embassies, were hard to get due to the long distance from Beijing, but this problem was partly solved because of the proximity of Guangzhou to sources in Hong Kong.

Students were considered bright, hard-working and well motivated and student contact outside classroom hours was freely permitted, although monitored to some degree to prevent over-familiarity. Personal contact with faculty memebers was also freely permitted, although more limited. Some teachers reported that there was a careful distance maintained between themselves and the Chinese staff at the institute (both administration and faculty) and that there was no overall sense of belonging during the time spent at G.I.F.L.

b. Zhongshan University

Canadians teaching at this institution arranged their appointments either through Educational Services Exchange with China (E.S.E.C.) or, in one case, through an organisation of French teachers in Quebec. Arrangements for transportation and work load were considered satisfactory when made through E.S.E.C., but very difficult when made directly by the individual with the institute authorities. Pre-departure information was also greater (though still limited) when supplied by a North Americam sponsoring agency.

Living accommodation was provided in an apartment on campus (which was conveniently located to travel into the heart of Guangzhou) and was generally considered acceptable, with air-conditioning and cooking facilities. Heating was a problem in the winter months.

Depending on the language involved (English or French), classes taught included intensive conversation and listening, writing skills and some literature, about 12 hours per week being spent in the classroom. In addition to classroom duties, Canadian teachers also taped materials, did evaluative testing, and assisted other faculty members. They were also asked to deliver lectures to the members of the institute as a whole on cultural subjects.

Library and professional facilities were adequate -- and in some cases good -- and some teaching materials were available at the institute. On the whole, however, classroom materials were largely developed by the individual teachers for their own use, though duplicating these materials was a source of frustration. Supplementary sources of materials were limited -- lack of easy embassy contact being a source of frustration -- though some were available through the sponsoring agency.

Students were keen and well-motivated, and their access outside class time to foreign teachers was easy and freely allowed. Contact with faculty members was on the whole good on the professional level -- though suffering from a lack of co-ordination -- but guarded on a personal level.

c. Shenzen University

Shenzen is close to Guangzhou, almost on the border between China and Hong Kong. It has recently been designated a "special economic zone" giving it special status in its trading relationships with the West. The sole Canadian to work at the university here obtained her position through the American organisation Educational Services Exchange with China. She received fairly comprehensive information on the location, but little on the institution itself, as it is newly formed. Travel arrangements were made by the teacher, who receives a grant for the return flight at the conclusion of the contract.

Living accommodations were provided in an apartment on the campus, which was supplied with cooking facilities and hot water, but not yet heated, leading to cold occasions in the winter time. The food available in the dining area was poor, but the institute authorities were concerned about short-comings. Travel to Hong Kong was fairly easy -- a multiple exit visa was required -- but payment by the university had to be partly in Foreign Exchange certificates due to the nature of the situation.

Courses taught included listening, speaking, composition and conversation to all levels, including for teachers, for a total of about 12 contact hours per week. In addition to classroom duties, the foreign teacher also provided tutorials, teacher training, materials taping and lectures.

The library was new and so not yet up to expectations, but duplicating and audio-visual facilities were easily available. Materials were sometimes provided in photocopy editions by the institution, but the majority of text used in the classroom were supplied by the teacher, and supplemented by materials from the Canadian and American embassies.

The students were outgoing, but sometimes not as diligent as could be. Teaching colleagues were friendly and co-operative and the general facilities of the institution were excellent. Outside class contact was very free, as was the atmosphere of the entire institution.

6.4 NORTH CHINA

General Information

The general area of North China (that part of China north of Beijing) is subject to extreme variations in temperature, and is quite cold in winter, i.e. as cold, if not colder than Canada. The major towns in this region are Harbin, Daqing, Changchun, Jilin, Shenyang, Anshan and Hohhot, the capital of Inner Mongolia. Because of the proximity of many of these towns to the Russian border, the remnants of Russian influence may still be seen quite freely, and many of the local Chinese are Russian speakers. The customs and traditions of Northern China are in many cases different from those of the majority Han Chinese, as there are a large number of what is known as "minorities" in this region, and their cultural history differs widely from that of Central and Southern China.

A. HARBIN

Harbin is the capital of Heilongjiang Province and is situated in the heart of the Manchurian plain -- about 1000 km north of Beijing. There are two institutions in Harbin which have employed Canadian teachers.

a. Harbin Teachers University

The two Canadian teachers at this institution were recruited through the English Language Institute of China in California and through their own personal contacts with the State Education Commission in Beijing respectively. Neither teacher reported receiving more than limited information about the institute in advance, though both reported that transporation and other arrangements made in advance proved to be either completely satisfactory or at least acceptable.

Living accommodations were provided in an apartment on campus, with cooking facilities. The apartments were considered comfortable, though there were problems with the supply of hot water, and occasionally, with the supply of electricity. The major problem with living in this institution was its location in Harbin, a very cold city in the winter time, and with the supply of heat which was considerably less than most Canadians are used to. A strong suggestion was to come well supplied with winter clothing (especially long underwear) as it will often have to be worn indoors to counter the low heat level.

Courses taught at this institution included composition, listening and speaking, and reading courses for middle school teachers and institute faculty for a total of approximately 12 hours per week. In addition to classroom contact, Canadian teachers also provided tutorials, taped materials, supervised theses and delivered lectures. Locally produced materials were available for teaching purposes, but the bulk of teaching texts were supplied by the teachers themselves. Library and professional duplicating facilities were weak, but audio-visual equipment was fairly easily accessible.

The student body was keen, friendly, conscientious and eager to learn, but limited in contact with Canadian teachers outside classroom hours. Other faculty members were supportive of what foreign teachers were doing, but there was little evidence of much knowledge among administration of what is involved in the teaching of EFL.

b. Science and Technology Exchange Centre

The two Canadians teaching at this institution obtained their positions through direct contact with Chinese educational authorities. Both received little information before leaving for China, but reported the arrangements made in advance to be completely satisfactory.

Living accommodations were provided on campus in an apartment which was well maintained and supplied with basic amenities. A constant source of supply of basic items was sometimes difficult to come by, but patience and diligence succeeded in finding shops in Harbin that could supply most of what was wanted.

Classes taught at this institution were mostly technical English for scientists at all levels including post-graduate and took about 20-25 hours per week. In addition, tutorials were provided by Canadian teachers, as well as writing and taping materials and delivering lectures on cultural subjects.

Some teaching materials were provided by the institution and some by the teachers, but access to duplicating facilities was poor, and library assistance was inadequate. Outside sources used included Canadian and American embassies, but there was considerable delay in obtaining materials from these agencies.

Students were regarded as keen and eager to learn, and contacts were very free with foreign teachers -- even to the point at which one teacher reported that they began to interfere with work. The faculty were well-qualified and helpful, but often old-fashioned in their approach to their teaching duties.

B. HOHHOT

Hohhot is the capital of Inner Mongolia, and is located about 425 kilometres north west of Beijing. It's climate is pleasant in summer but very cold with biting winds in the winter. There are two institutions in Hohhot which have employed Canadian teachers.

a. Inner Mongolian Teachers University

The sole teacher so far employed at this institution was able to obtain a position through the Ontario Teachers Federation and the Chinese State Education Commission in Beijing. Information regarding the nature of employment was almost non-existant as the teacher was hired at very short notice, made his own arrangements for transportation, and was re-imbursed by the Chinese institution.

Living accommodations were provided in a small apartment off-campus, but with good access to it, with hot and cold running water, and other facilites such as television and a washing machine were supplied by the institution.

Teaching assignments included prose writing, English Literature and special English for students going abroad. Total class contact hours were 14 per week, and in addition to this the Canadian teacher provided curriculum development (for his own classes) and some teacher training by allowing Chinese colleagues to sit in on his own classes. He also delivered a public lecture on "interesting topics" approximately once every two months. Materials were provided by the institution and supplemented both by the teacher and by materials obtained through other foreign teachers in the Hohhot area. The library and other professional facilities were adequate, but the audio-visual equipment was superlative -- " a complete TV station with all the extras", considered by the teacher to be the best that he had ever seen anywhere in the world.

Students were keen and well-motivated with a very high pronunciation level. Outside class contacts with both students and faculty members were very free -- to the point where visiting hours had to be set to avoid a total overload for the teacher at home.

b. Inner Mongolia Forestry College

The sole teacher at this institution was hired directly through the Foreign Experts Office of the State Education Commission in Beijing. The information received was satisfactory in quantity, although some of it subsequently proved to be inaccurate. Since the teacher was already in China, transportation was only provided to and from the institution in Hohhot.

Living accommodations were provided in an apartment on the campus with cooking facilites and a coal stove to heat water when required. Since the meals provided by the institute were expensive and not of good quality, the teacher prepared her own meals -- noting that the provision of ration coupons was necessary to do this.

Class contact hours totalled 16 per week, and courses taught included conversation, listening, reading comprehension and writing to beginners through advanced students. In addition to clasroom duties, the teacher also wrote and taped materials, did some testing and supplied information regarding college and research institutions in Canada and the U.S. Library and professional facilities available at the institution were poor, although typewriters were easily available. Teaching materials were supplied both by the institution and by the teacher for copying. Outside sources were minimal -- some help available from other foreign teachers in Hohhot, but little assistance from embassy sources in Beijing.

Students had a large vocabulary from previous English classes, but had little idea of correct pronunciation. They were free to contact the Canadian teacher outside classroom hours, and visiting hours were set for this purpose. Faculty relationships were sometimes strained and decision making very slow.

C. DAQING

a. Daqing Scientific and Design Centre

This institute, located north-west of Beijing in Heilonjiang Province, is the training and research arm of the largest Chinese oil field project to date. Canadian teachers who have taught here have been employed in the English Language Training Centre, and have been recruited through the Alberta Government Department of Advanced Education. Transportation and teaching arrangements, although made directly with the institution were facilitated by the Alberta Government, though the information received before departure was still limited and, in one case, the travel arrangements involved re-imbursement of the airfare in China, a situation which is often fraught with difficulties.

Living accommodations were provided in apartments on the campus, which were well maintained, and supplied with hot water for several hours per day. There were no cooking facilities in the apartments themselves, but dining room meals were of good quality and subsidised by the institute.

Classroom teaching commitments mainly revolved around listening and speaking instruction, with some emphasis on reading skills. Contact hours were between 16 and 20 per week. and in addition to this time, Canadian teachers were also involved in tutorials, taping materials, evaluative testing, and some extra-curricular activities such as a student newspaper. Materials for teaching were mainly provided by the teachers themselves, and duplicated by the institute. Library facilities were weak as was the supply of professional materials available. Outside sources used included the Canadian embassy in Beijing for films and newsletters, and personal arrangements with distributors in Canada for the supply of newspapers and magazines for classroom use.

The students instructed were reported to be eager and diligent -- many of them being researchers and managers within the oilfield, and as such quite influential in their own right -- but outside class contacts ranged from quite free to limited depending on the nature of the individual students. The institute faculty was somewhat restrictive in terms of programme development; although encouraged to follow their own programmes of instruction, the teachers were not always allowed to implement them. This was due partly to a lack of duplicating facilities and partly to a lack of understanding by the institute administration of the process of language acquisition.

D. QIQIHAR

a. Qiqihar Teachers' College

Qiqihar is a small provincial town located in the north west corner of Heilonjiang Province. The sole Canadian teacher so far assigned to this institution obtained the postion by initial contact with the Chinese State Education Commission through The Ontario Teachers' Federation, and subsequent direct contact with the institution itself. Only limited information of a general nature was received before departure from Canada but, in general, transportation arragements worked out satisfactorily, the teacher concerned making her own travel arrangements and being re-imbursed on arrival.

Living accommodations were provided in a small apartment on the campus which was well maintained, but not supplied with running water and which had a poor heating system. (The teacher noted, however, that these accommodations were still considerably better than those supplied to Chinese teachers). The maojr drawback to living in Qiqihar is isolation, as the city is quite small and not used to foreigners. Cultural and recreational facilities are minimal, and contact with other foreign teachers limited by distance.

Courses taught at this institution included composition, listening, literature and the the history of literature. Students taught included senior undergraduates, post-graduates and junior faculty members, for a total of about 20 hours per week. In addition to classroom contacxt hours, the teacher was also involved in the taping of materials and some evaluation of young teachers in the English Department. Some teaching materials were provided by the institute, but the majority of materials used by the Canadian teacher were supplied directly by her. Little was available from outside sources, and library and professional materials within the institution were limited.

Although the students were interested and interesting, much of their learning was done using out-of-date materials and by rote memory. Outside class contact with students was limited and controlled.

E. DALIAN

a. Dalian Institute of Technology

Dalian is a port city at the tip of the Liaoning peninsula in north east China, about 550 km east of Beijing. It is a quiet and attractive city, with a good beach.

The sole Canadian teacher at this institution so far was recruited through the World University Service of Canada. Although arrangements for teaching commitments and transporation were made through WUSC, specific pre-departure information was still limited and poor communications hampered a smooth arrival in Beijing.

Living acccommodations at this institution were provided in an apartment on campus with cooking facilities and occasional hot water. There was little attempt by the host institution to provide for cultural activities, although the total situation as far as living arrangements were concerned was considered acceptable.

Teaching load consisted of 15 hours per week, mainly spent on programmes in literature, linguistics and writing to trainee teachers. In addition to classroom instruction, the teacher also provided taped materials, curriculum development and lectures and slide shows. Access to library facilities was poor as were duplicating and photocopying arrangements. Materials were mainly supplied by the teacher, though not without frustration due to poor copying arrangements and the non-arrival of a large number of personal books shipped from Canada. Support materials were requested and received from embassy sources as well as from sources in Canada itself.

The students taught were stimulating and rewarding to instruct, though requiring a great deal of patience. The administration was not as responsive as it could have been to some requests for assistance, and this did lead to some problems that required time to work out.

F. SHENYANG

a. Northeast University of Technology, Shenyang

Shenyang, the capital of Liaoning province, is located about 850 km northeast of Beijing, and is one of China's major industrial centres. Canadian teachers at the Northeast University of Technology here obtained their teaching positions through the Mennonite Central Committee of Canada, through whom all arrangements for transportation and teaching conditions were made.

Classes taught are centred around the need to prepare young scientists for various English language proficiency tests, including TOEFL. Classes occupied about 20 hours per week, for both undergraduates and post-graduate students.

6.5 CENTRAL CHINA

General Information

Central China is comprised of that area south of Beijing, and north of the Yangtse River, mainly occupied by the flat farm lands of the Central China plain and the coastal cities bordering the Yellow Sea. The climate is more moderate than it is to the north, especially on the coast, and winters are not so fierce -- though still quite cold even in the southern parts of Central China. Summers can be very hot andd dusty, especially in the west of this area. The major centres of this area are Tianjin, Jinan, Xian, Nanjing and Wuhan, as well as the city of Shanghai. The population of this area is mainly of the Han nationality -- which is the predominant ethnic group in China by far.

A. TIANJIN

Tianjin is China's third largest city, located about 100 kms southeast of Beijing. It is primarily an industrial and port city with China's largest artificial harbour located along the mouth of the Hai River. There are three institutions in Tianjin at which Canadians have taught.

a. Tianjin Institute of Foreign Languages

Arrangements for the two Canadians so far to teach at this institution were made either privately through the auspices of the Chinese State Education Commission or through the auspices of a sponsoring agency in Hong Kong -- in this case the Jian Hua Foundation. In both cases, the information received concerning the institution and its requirements was very limited, details of the institution largely being obtained from other teachers who had previously taught there. Transportation was arranged by the institute and was satisfactorily accomplished.

Living accommodations were provided in an apartment on the campus with cooking facilities, and hot and cold water. The apartments were large and well looked after, both teachers pointing out that the institute authorities did all that they could to provide a high degree of physical comfort and cultural stimulation for the foreign teachers.

Classroom instruction was divided between both literature and language teaching at both undergraduate and post-graduate level. Courses taught included oral and written English skills and North American literature, occupying about 12 hours of contact time per week. In addition to class time, teachers were also involved in tutorials, teacher training, curriculum development and the delivery of lectures on cultural topics of their choice.

Professional facilities available at the institute were limited -- the library usage was restricted -- and copying and audio-visual facilities only adequate. Although some teaching materials were available at the institute, most of the classroom materials were provided by the teachers themselves, and duplicated for classroom use. Materials from outside sources were difficult to obtain, and of limited use.

Contact with students outside classroom hours was freely permitted, but carefully monitored by use of a sign-in system. A number of faculty mambers had studied overseas and were thus open and receptive to Western teachers, though had a tendency to "go by the book" in their own approach to instruction.

b. Tianjin University

The two Canadian teachers at this institution arranged their teaching assignments independently with Chinese authorities. The information received was satisfactory in one case, but very limited in the other, and transportation arrangements in both cases were made by the individual teachers, as the institution did not provide this initially.

Living accommodations were provided in an apartment on the campus and were air-conditioned with hot and cold water. On the whole, these were considered excellent by both teachers, with one commenting that they were "much better than I had anticipated". As there were no cooking facilities within the apartments, meals were taken in a dining room provided, but the food quality was often uneven.

Courses taught at this institution included intensive reading, composition and English literature to both undergraduate and graduate students as well as faculty members, with a total contact time of 12 - 15 hours per week. Outside class activities included tutorials, materials taping and curriculum development.

Professional facilities provided were adequate, but duplicating and copying facilities were limited. Audio-visual equipment was in good supply. Materials for teaching were provided to some degree by the institution but also supplemented both by the students and by the teachers with magazines, newspapers and anthologies. Outside sources of supply such as embassies were used, but were not totally reliable in terms of supply.

Student contact was very free (but monitored carefully) and on the whole, both faculty and students were enthusiastic about the presence of foreign teachers.

c. Nankai University, Tianjin

The sole Canadian reporting on this university was recruited privately through the Canadian consulate in Vancouver. Travel arrangements were completed satisfactorily by the institute, although very little information was received beforehand on specific details of appointment.

Living accommodation was provided in a guest house close to the campus, which was airconditioned and provided with hot and cold water supply. Insufficient heating was a problem in the winter time, but the institution did all they could to ensure that the teacher was made comfortable.

Classroom instruction involved about 18 hours per week contact time with courses being taught in English conversation and world history,to students from first to fourth year university level. In addition to classroom teaching, the foreign teacher was also involved in teacher training, material taping, organisation of an English speaking society on the campus and giving occasional lectures on cultural subjects.

The availability of library and professsional facilities was not as good as could be provided, due to limitations in material, space and opening hours, but supply of audio-visual equipment was good. Instructional texts were provided both by the institute and by the teacher. These materials were supplemented by Canadian embassy films and paperbacks brought from Canada by the teacher and other foreign teachers at the institution.

Contact between teachers and students was easy on the campus itself, but limited, due to restrictions on access. The students were hard-working and keen, and their enthusiasm was matched by a good and dedicated Chinese faculty in the English section.

B. JINAN

Jinan is the capital of Shandong Province and is located 350 km south of Beijing. It is known as the "City of Springs" because of its more than 100 natural bubbling springs. There are two institutions in Jinan that have employed Canadian teachers.

a. University of Shandong

The three Canadians who have taught at this institution obtained their jobs through the Ontario Teachers' Federation, through the auspices of WUSC, or through private arrangements with the institution directly. Transportation was arranged by the institution and completed satisfactorily, though very little advance information about the university or its requirements was received in advance by the teachers.

Living accommodations were provided in an apartment on the campus, which was well maintained and supplied with cooking facilities as well as a fairly regular hot water supply. The sole problem was the common one in China of inadequate heating for the winter cold. The institution authorities were co-operative and helpful in arranging cultural and recreational activities.

Classroom teaching included language, linguistics and literature skills to students at all levels (under-graduate, post-graduate and faculty) and of a wide range of langauge ability. 16 - 18 hours per week were spent in the classroom, and in addition to these duties, teachers were also involved in tutorials, writing and taping materials, curriculum development and giving general lectures. The library and professional facilities available at the institution for the teachers were adequate, though not always accessible by the students, and the audio-visual equipment available was sufficient. Materials for classroom use were usually supplied by the teacher, though some were available from the institution, and these were supplemented by films and reference materials from the Canadian and British embassy libraries in Beijing.

Students demonstrated interest and effort in their academic work, though their opportunities for out-of-class contacts with foreign teachers were limited. The faculty were co-operative and helpful, and a good working relationship was developed with the foreign teachers.

b. Shandong Teachers University

The four Canadians so far to teach at this institution were recruited through the Ontario Teachers' Federation, specific university exchange programmes, or through private arrangements. In each case the information received regarding the institution and its requirements was limited before departure from Canada, though the transportation arrangements when made by the Chinese authorities were satisfactory.

Living accommodations were provided in an apartment on campus with cooking facilites on request. The apartments were described as "spacious and comfortable", and there was a high degree of concern reported by all teachers on the part of the institute authorities for the overall welfare of the foreign teachers.

Classes taught at this institution included both language and literature skills at all levels, undergraduate and post-graduate. Contact hours varied between 12 and 20 hours per week, depending on the courses taught. In addition to classroom instruction, foreign teachers also were involved in tutorials, materials taping, and general conversation sessions. As this institution existed primarily for the training of new teachers, all aspects of methodology were also important subjects for discussion.

Library facilities were adequate,but difficult to access, and duplicating services were limited for copying of professional materials. Classroom texts were available at the institution, but were of limited value, and the majority of the teachers provided their own teaching material from the sources that they had brought with them. Canadian and British embassy sources were also used, as well as sources directly within Canada by private arrangement.

The co-operation between teacher and student within the classroom was excellent, though contact was limited outside classroom hours. The faculty was co-operative and the experience of teaching in this institution was considered a very positve and enjoyable one by all the teachers surveyed.

C. XIAN

Once the largest city in the world and the centre of the Chinese empire in the days of early Western explorers and traders, Xian is renowned for its historical sites and its cultural heritage. Now the capital of Shaanxi Province, Xian today is an industrial and agricultural centre of about 2.5 million people. It is located about 1000 km south-west of Beijing.

a. Xian Institute of Foreign Languages

Teachers working at this institution have arranged their stay through the auspices of the Ontario Teachers' Federation, through WUSC and by private arrangements through their own Canadian colleges. The arrangements made by the institution worked well and, although little information was supplied by the institution itself, in some cases satisfactory information about the nature of the location was obtained beforehand, largely through other foreign teachers who had been there previously.

Accommodations were provided in an apartment on the campus. The apartment was air-conditioned and supplied with cooking facilities, its only drawback being the irregular supply of hot water. Meals were taken in a dining hall provided, but were of irregular quality.

Classroom hours were mainly utilised in oral conversation classes and in extensive reading for a total contact time of about 12-16 hours per week. In addition to classroom duties, the foreign teachers also were involved in taping materials and curriculum development.

Library, copying and audio-visual facilities were all available but a source of some difficulty and frustration at times, and the materials used in the classroom were largely provided by the teachers themselves rather than supplied by the institution. Some supplementary materials from the Canadian and German embassies in Beijing were used.

The students were highly motivated and often of above average intelligence. Student contact was free within the confines of the campus and the classroom, but there was physical segregation of the foreign teachers after classroom hours. The faculty members were, on the whole, very helpful to the foreign teachers, though in some cases needed upgrading of their own language skills, but the administration tended to be highly conservative and reluctant to engage in any innovative thinking to accommodate the problems of foreign teachers.

D. KAIFENG

Kaifeng is located in Henan province, just south of the Yellow river, and about 700 km south of Beijing. It is a commercial and industrial centre of about 300,000.

a. Henan University

The sole Canadian couple to teach at this institution were recruited through the Ontario Teachers' Federation. Prior to departure from Canada they received some information about the institution and about the city of Kaifeng, but only in very general terms. Transportation arranged by the institution was acceptable within China, but there were some problems with international arrangements.

Living accommodations were provided in an apartment on the campus, with a kitchen (but no stove) and a limited but regular supply of hot water. The physical quality of the apartment was good, but the meals provided in the foreign experts' dining room were not up to standard, in terms of both quality and hygiene.

Courses taught in the classroom included American and British literature, listening and speaking practice, as well as writing and research skills for final-year undergraduates and teachers. Contact hours were approximately sixteen per week. In addition to classroom duties, the foreign teachers also provided tutorials and teacher training sessions.

Library facilities were adequate, but duplicating and audio-visual facilites were limited and sometimes outdated. Most materials used in the classroom were provided by the teachers themselves, and often written by them, though teaching texts were available at the institution. These materials were supplemented by films from the Canadian embassy and books sent from Canada by university colleagues.

The students as a whole were very eager to learn, but were not encouraged by the system to participate in class activities. Outside class hours contacts with students were limited, due to restrictions on access. However, the overall atmosphere of the institution was friendly, its members warm and welcoming.

E. NANJING

Nanjing is on the south bank of the Yangtse River about 1200 km south of Beijing. It is an industrial and cultural centre for the region, and is known as one of the three "furnaces" of the Yangtse due to its swelteringly hot summer weather. (See Chongqing)

a. Nanjing University

Canadian teachers at this institution have been recruited by the Ontario Teachers' Federation and through the auspices of the Chinese embassy in Ottawa. Information received prior to departure was limited -- and subsequently proved to be negotiable -- but the transporation arrangements made in all cases worked out satisfactorily.

Living accommodations were provided in an apartment on the campus, with gas burners for cooking, and with a fairly constant supply of hot water. Apart from some problems with the degree of heat provided in the winter time, living arrangements were regarded as good, and the provision for cultural activities also quite acceptable.

Classroom teaching involved assorted literature courses, intensive reading courses and a course in modern drama, for a total of about 12-14 hours per week. The oral English level of all students (undergraduate, graduate and faculty) was quite high, but writing skills in English needed considerable work. In addition to class contact hours, the foreign teachers also provided tutorials, occasional teacher training, and curriculum administration.

Library and professional facilites were good by Chinese standards, though low when judged by Canadian norms, and the supply of audio-visual equipment was adequate. Teaching materials were provided both by the institute and by the teacher, and supplemented by embassies, development education associations in Canada, and through private sources.

Both students and faculty members were helpful and enthusiastic, although there was often an inordinate amount of pressure on the younger teachers. Student contacts were very free, but subject to restrictions by the administration from time to time, and the major problem was often to curb the enthusiasm for after class visiting in order to preserve some privacy.

F. HANGZHOU

Hangzhou is located 200 km west of Shanghai and about 1800 km south-east of Beijing. It is often said of Hangzhou that it is one of the most beautiful cities in China, and it has the reputation of being a placid and quiet city, though now also an industrial centre. It has a population of about 1 million people.

a. Hangzhou University

The sole Canadian teacher at this institution arranged her appointment there privately through the Chinese authorities. Prior to departure from Canada very little information was received about either the city or the institution, although travel arrangements were satisfactorily completed.

Living accommodation was provided in an apartment off the campus, but with good access to it (a five minute walk). The apartment was air-conditioned with cooking facilities, hot water, television and carpeted floors. The teacher commented: "It was much more than I expected!"

Classroom instruction was provided in both language and literature skills for a total of about 15 hours per week. In addition to classroom teaching, the foreign teacher was also involved in tutorials and teacher training.

Library facilities were satisfactory, and the availability of audio-visual equipment above avaerage. Teaching materials were provided by the institution and the teacher, as well as some specially written materials developed by the teacher. In addition, supplementary materials were utilised from the British embassy.

The university faculty were kind and easy to get along with, and the students freely accessible in and out of class.

6.6 SOUTH CHINA

South China comprises that area south of the Yangtse River and north of the various south-east Asian countries upon which China borders. The climate in this area is much warmer than in the north, though close to the Yangtse River it can still get cold in the winter (and no provision for heating is made in this part of China, as it is considered unnecessary). Although there are several major cities in this area in which Canadians have taught (including Chengdu and Kunming), to date, data has been received on only one of them.

A. CHONGQING

Chongqing is situated on a hill at the junction of the Yangtse and Jialing rivers about 2500 km south-west of Beijing. It is an important centre of heavy manufacturing and the major transhipment point for materials coming up the Yangtse River from Shanghai. Unfortunately, due to a combination of its location -- it is one of the three "furnaces" of the Yangtse (see Nanjing) -- and its heavy industry, it also has one of the least appealing climates in China, due to heavy and continuous pollution. There are four institutions in the Chongqing area at which Canadian teachers have taught.

a. Sichuan Institute of Foreign Languages

The seven Canadians so far to teach at this institution arranged their apppointments in a number of ways. Several came through the auspices of the Ontario Teachers' Federation, some through affiliations with specific Canadian universities, and some through private arrangements made directly with the Chinese authorities. In all cases, however, pre-departure information was limited, most of what was known about the city and the institution being discovered through private contacts on the initiative of the individual teacher. Transportation arrangements were completed satisfactorily, and seem to have worked out well in all cases.

Living accommodations were provided in apartments on the campus, with kitchen and air-conditioning provided. The supply of hot water was limited, but usually regular, and overall, the accommodations were among the best to be found for foreign teachers in China. Trips and cultural excursions were regularly arranged, but other necessities had to be painstakingly negotiated with the institute authorities, who were not always overwhelmingly co-operative.

Classroom teaching assignments were varied. Courses taught included intensive and extensive reading, newspaper reading, composition, listening and speaking, English and American literature, and linguistics. The students ranged from first year college undergraduates with a limited command of oral English, to post-graduates and young faculty members with highly developed language ability. Contact hours averaged between 12-16 per week. In addition to classroom teaching, foreign teachers also provided tutorials for students, teacher training, writing and taping of instructional materials, some evaluative testing for placement purposes and giving lectures on aspects of Western culture.

Library facilities were adequate but restricted as to use, and professional materials were sparse. Duplicating facilities were available, though sometimes time consuming, and audio-visual equipment was usually accessible when required. Classroom materials were largely provided by the teachers themselves, though some were available in the institution. Outside sources used included the Canadian embassy film library, and British council materials, but the long delivery time required to Chongqing from Beijing was often a drawback.

The students were keen, eager and for the most part friendly, but out-of-class contact was frequently limited by restrictions imposed by the institution authorities. The faculty administration was weak, and instituting change was often a frustrating business, as there was little commitment to the needs of the overall English programme. This institution does have one unique aspect in its make-up, however, -- it boasts the only full-fledged Canadian Studies Centre currently in China.

b. Chongqing University

Canadian teachers employed at this institution obtained positions through the Ontario and B.C. Teachers' Federations, as well as through the WUSC China programme. Limited information was received in advance from the institution, and it mainly concerne the nature of the professional duties to be performed, but there was little on the city itself. Travel arrangements were satisfactory, though tending to be completed at the last minute.

Living accommodations were provided in an apartment on the campus, with outdoor facilities and a regular hot water supply. The apartments tended to be cold and inconvenient in winter; however, a new building for foreign teachers is under construction which should be a substantial improvement over the old arrangements. Meals were the major problem at this institution -- dining facilities were extremely poor and inadequate -- most teachers resorted to making their own arrangements for meals.

Courses taught included reading skills, composition, American literature, applied linguistics, teaching methodology and film criticism, as well as elementary French conversation practice. The skill level of the students was variable, but since they were all adult teachers upgrading their qualifications, it was, on the whole, quite good. Contact hours in class occupied about 16-18 hours per week. In addition to classroom duties, foreign teachers also taped materials, did evaluative testing, and helped with the preparation of abstracts and theses.

Professional and library facilities were quite good, and duplicating arrangements easily made. Audio-visual equipment, including video-tape, was available and could be used on request. Materials were mainly provided by the institution (65%), photocopied from British and American texts, and the remainder was provided by the teacher. External sources of material used included maps and information from the Canadian embassy and professional journals from Canada.

The students at this institution were very outgoing, and free in their contacts with foreign teachers. The faculty was not as flexible as could be -- most of the effort from Chinese colleagues going into the sole task of the preparation of students for the TOEFL examination.

c. Chongqing Teachers' College

The Canadian teachers so far employed here have worked under the auspices of the Mennonite Central Committee. Arrangements with the Chinese were made on their behalf by the sponsoring institution, but even so, information about teaching duties and about the city was very limited -- most of what was discovered coming through the private initiative of the teachers.

Living accommodations were provided in an apartment on the campus with regular hot water and cooking facilities, though the meals provided by the institution were of a very good quality. Heating is a problem in the winter time -- even though Chongqing never freezes.

Courses taught included British literature, composition, writing, speaking and listening to fourth year students and young faculty members for a total of about 12 contact hours per week. In addition to classroom duties, foreign teachers also were involved in teacher training and the delivery of lectures on cultural subjects.

Professional facilities were weak -- the library small and undersupplied -- but audio-visual equipment was available.

Some materials were supplied by the institution, but the majority were supplied by the teacher by photocopying from her own sources. No external materials were used.

The students and the young teachers at the institution were open, friendly and interesting, but the college as a whole is hide-bound in its administration, with uneven standards and an English department programme that is not well suited to the needs of its student body.

d. South West Teachers' College, Beibei

Beibei is located about 20 km north of Chongqing, and is accessible to the city proper by bus. The Canadian teachers who have worked at this institution were recruited through the auspices of the Ontario Teachers' Federation, but arrangements were made directly with the college, and limited information only was received in Canada prior to departure -- "a few sentences in a letter". Travel arrangements by the institution were acceptable.

Living accommodations were provided in a spacious apartment on the campus, air-conditioned and with cooking facilities and regular hot water supply. The institution did everything possible to minister to the physical comforts of the foreign teachers, but was reluctant to provide cultural outings -- particularly if they were "unofficial", i.e. not initiated by the authorities themselves.

Courses taught included composition, intensive reading and American literature to students in the final two years of the teacher training programme. Contact hours averaged about 14 per week, and in addition to these, the foreign teacher was also asked to provide office hours for student tutorials and some extra lectures on cultural subjects.

Professional materials were available but had to be sought out with some degree of persistence, and duplicating systems were somewhat slow. The institution possessed good videotaping facilities, but these were again limited in access. Materials for intensive reading were provided by the institution, but all other teaching materials were supplied by the foreign teachers themselves from their own resources. These were supplemented by films from the Canadian embassy.

The students were keen and enthusiastic, as were the younger teachers, but a sense of progress within the institution was not obvious. Changes were not encouraged by the administration, the emphasis for the foreign teachers being clearly placed on doing as good a job as possible within the guidelines laid down by the faculty authorities.

PART THREE

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An overview of trends in language teaching in China during the past 30 years.

Scovel, Thomas. "The Impact of Foreign Experts, Methodology and Materials on English Language Study in China" *Language Learning and Communication*, Vol. 2, No.1, Apring, 1983, pp.83-91.

Describes the contradiction between the traditional Chinese methods of language learning and the methodology that foreign teachers bring with them.

Stevens, Peter. *Teaching English as an International Language: from Practice to Principle*. Oxford. Pergamon Press, 1980.

A selection of papers from experience and contact with English teaching and applied linguistics around the world. In three parts: Developments; Perspectives on English as an International Language; teaching English for Special Purposes.

Taborek, Elizabeth and Adamowski, Eleanor. "To seal up one's mouth three times: understanding the education and linguistic differences that confront Chinese students in ESL writing classes" *TESL Talk*, Summer, 1984, pp. 88-95.

Although this article focuses mainly on Hong Kong students in Canada, it contains a limited contrastive analysis between English and Mandarin which is interesting.

Tao, Jie "Comments on J. Cowan, et al. Article" *TESOL Quarterly*, Vol.14, No.2, pp. 257-260.

Interesting follow-up to previous article by a Chinese scholar and Canadian teachers.

Wang Kun. "English and Other Foreign Language Teaching in the People's Republic of China" *College English*, Vol. 43, No.7, Nov. 1981, pp. 653-62.

Examines three historical pe;vods of English instruction in China (1862-1922, 1922-1949 and 1949-present). Focuses on recent efforts to upgrade foreign language instruction in China's schools.

Wu, Jing-yu. "Quchang Budan - A Chinese View of Foreign Participation in Teaching English in China" *Language Learning and Communication*, Vol. 2, No.1, Spring, 1983, pp. 111-115.

An analysis of the strengths and weaknesses of both the foreign and Chinese English teacher.

Zhang, Jian-shang. *Educational Reform in China's Middle School English*. Paper presented at the Conference of JALT, Seto, Japan, Nov. 1980. Available on Microfiche in ERIC files. ED. 205 026.

A description of the educational background of students coming into Chinese colleges and universities.

Zhang, Zhen-bang. "TEFL at the Shanghai Foreign Language Institute" *Language Learning and Communication*, Vol. 1, No.3, Fal'-Winter, 1982, pp.289-293.

A description of the organization, curriculum, teaching methods, etc.

Zhuang, Jia ying. English Teaching in China's Colleges. Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages, April, 1984. Available on Microfiche in ERIC files. ED. 245 565.

Details the political, cultural and social factors affecting English teaching in China. Describes present policies and the influence of foreign experts.

Zhong, Baolin and Hildebrandt, H.W. "Business Communication in the People's Republic of China" Journal of Business Communication, Vol. 20, No.1, Winter, 1983, pp. 25-32.

Focuses on the pre-eminent position of business communica-tion in China's largest business school specializing in international trade, the Beijing Institute of Foreign Trade. Covers background, business communication, courses and texts, and methods of instruction.

7.2 Education in China

Brown, Hubert O. "Politics and the 'Peking Spring' of Educational Studies in China" Comparative Education Review, Vol. 26, No.3, October, 1982, pp. 329-351

Explores the influence of politics on educational research in the People's Republic of China since the death of Mao Zedong.

Chen, T.H. Chinese Education Since 1949. New York: Pergamon, 1981.

Contains a good description of the Revolutionary Model of education (1966-76) and the Academic Model (since 1976).

Chinese Education: A Journal of Translations

Offers unabridged translations of articles from Chinese journals, newspapers and collections of articles published in book form. Four issues per year.

Epstein, Irving. "Educational Television in the People's Republic of China: Some Preliminary Observations" Comparative Education Review, Vol. 26, No.2, June, 1982, pp. 286-291.

Describes educational television programming in China.

Fingar, Thomas and Linda Reed. *An Introduction to Education in the People's Republic of China and U.S.- China Educational Exchanges*. Revised Edition, Washington, D.C., 1982: Committee on Scholarly Communication with the People's Republic of China and National Association for Foreign Student Affairs.

An overview of the Chinese educational system during the past century. Available from National Association for Foreign Student Affairs, 1860 19th St. N.W., Washington, D.C. 20009. Shipping charges: US$1.00.

Kent, Ann. "Red and Expert: The Revolution in Education at Shanghai Teacher's University 1975-76" *The China Quarterly*, June, 1981, pp. 304-321.

A case study of a major institution during a critical period when the dualism within the educational system reflected the balance of power between left and moderate factions. A discussion of enrolment policies, academic standards and the social status of teachers.

Lofstedt, Jan-Ingvar. *Chinese Educational Policy*. Atlantic Highlands, N.J.: Humanities Press, 1980.

Describes Marxist Educational theory and its Chinese version. Contains chapters on the first Five Year Plan, The Great Leap Forwarrd and the Cultural Revolution.

Pepper, Suzanne. "Chinese Education After Mao: Two Steps Forward, Two Steps Back and Begin Again?" *The China Quarterly*, March, 1980, pp.1-65.

An excellent article which describes the two conflicting strategies in modern Chinese education: Egalitarian and Hierarchial.

Price, R.F. "China: A Problem of Information" *Comparative Education Review*, Vol. 25, No.1, February, 1981, pp. 85-92.

An examination of available English language sources on the Chinese educational system.

Shirk, Susan. *Competitive Comrades: Career Incentives and Student Strategies in China*. Berkeley: University of California Press, 1982.

Study of student behaviour in Chinese urban high schools based primarily on accounts of refugees interviewed in Hong Kong and visits to China in 1971, 1987 and 1980.

Shirk, Susan. "Education Reform and Political Backlash: Recent Changes in Chinese Educational Policy" Comparative Education Review, Vol. 23, No.2, June, 1979, pp. 183-217.

Summarizes the educational reforms of the Cultural Revolution and their results. Describes the recent policy moves away from them.

Sidel, Ruth. "Early Childhood Education in China: The Impact of Political Change" Comparative Education Review, Vol. 26, No.1, February, 1982, pp. 78-87.

Reports that with the current policy of industrialization and modernization, the Chinese preschool system is becoming more preoccupied with the acquisition of skills and knowledge rather than with political indoctrination.

Taylor, R. China's Intellectual Dilemma: Politics and University Enrollment: 1949-1978. Vancouver: University of British Columbia Press, 1981.

A description of Chinese Education Philosophy, the eligibility and preparation of candidates and the conflict between education for an elite and education for the masses.

Unger, Jonathan. "Bending the School Ladder: The Failure of Chinese Educational REform in the 1960's" Comparative Education Review, Vol. 24, No.2, Part 1, June, 1980, pp. 221-237.

An examination of two separate schemes to cure the "diploma disease": a rural half-farming/half-study programme, and an urban 10-year experimental curriculum. An analysis of the reasons for their failure.

Unger, Jonathan. Education Under Mao. New York: Columbia University Press, 1982.

A description of the educational system in Canton in 1960 and 1980, and an analysis of how these two time periods in Chinese education influenced students' attitudes and values.

White, D.G. Party and Professionals: The Political Role of Teachers in Contemporary China. Armonk, N.Y.: M.E. Sharpe, 1981.

A description of the social prestige of teachers in China, their political status, their income and material well-being.

7.3 History and Culture

Bled, C. E. Understanding China Through Cartoons. Ottawa: S.B.U.C., 1985.

Bonavia, David. The Chinese. New York: Lippinott and Crowell, 1980.

Butterfield, Fox. China: Alive in the Bitter Sea. New York: New York Times Books, 1982.

China Pictorial. Published monthly in Beijing. Pictures of contemporary life and culture; features on cuisine, crafts, art. Available by subscription or from Dunhuang Books, Toronto.

China Quarterly. Published by the Contemporary China Institute of the School of Oriental and African studies, London University, London.

China Reconstructs. Published monthly in Beijing. Articles on China's eonomy and society. Available by subscriptioonomy and society. Available by subscriptio or from Dunhuang Books, Toronto.

Chinese Literature. Published monthly in Beijing. Contains translations of modern literary works, reports on cultural events and illustrations by contemporary artists. Available by subscription or from Dunhuang Books, Toronto.

Clayre, Alasdair. The Heart of the Dragon. Boston: Houghton Mifflin Company, 1984.

Coye, Molly Joe and Livingston, John, eds. China Yesterday and Today. New York: Bantam, 1975.

Davin, Delia. Woman-Work: Women and the Party in Revolutionary China. Oxford: Clarendon Press, 1976.

Endicott, Stephen. James G. Endicott: Rebel Out of China. Toronto: University of Toronto Press, 1980.

Fraser, John. The Chinese: Portrait of a People. New York: Summit Books, 1980.

Frolic, M. B. Mao's People. Cambridge: Harvard University Press, 1980.

Garside, Roger. Coming Alive: China After Mao. New York: McGraw Hill, 1981.

Han Suyin. Birdless Summer. London: Jonathon Cape, 1968.

Han Suyin. A Mortal Flower. London: Jonathon Cape, 1966.

Han Suyin. The Crippled Tree. London: Jonathon Cape, 1965.

Hinton, William. Fanshen: A Documentary of Revolution in a Chinese Village. New York: Alfred A. Knopf, Inc., 1966.

Hinton, William. Shenfan. New York: Random House, 1983.

Hsu, Immanuel C.Y. China Without Mao. Oxford: Oxford Universvty Press, 1982.

Leys, Simon. Broken Images: Essays on Chinese Culture and Politics. London: Allison and Busby, 1979.

Leys, Simon. Chinese Shadows. Harmondsworth: Penguin, 1974.

Peking Review. Published weekly in Beijing. Articles about politics and current affairs. Available by subscription or from Dunhuang Books, Toronto.

Pu-Yi, Aisin Gioro (Henry). From Emperor to Citizen. Peking: Foreign Languages Press, 1979.

Rius and Friends. Mao For Beginners. New York:. Pantheon Books, 1980

Salisbury, Harrison E. The Long March: The Untold Story. New York: Harper & Row, 1985.

Seagrave, Sterling. The Soong Dynasty. New York: Harper & Row, 1985

Schell, Orville. Watch Out for the Foreign Guests. New York: Pantheon, 1980.

Schell, Orville. To Get Rich is Glorious. New York: Random House, 1984.

Snow, Edgar. Red Star Over China. New York: Random House, 1938.

Snow, Helen Foster. My China Years. New York: Morrow, 1984.

Social Sciences in China. Published quarterly in Beijing. Available by subscription or from Dunhuang Books in Toronto.

Spence, Jonathan. To Change China: Western Advisors in China, 1620-1960. rev. ed. Penguin, 1980.

Taylor, Charles, ed. China Hands. Toronto: McClelland and Stewart Limited, 1984.

Terrill, Ross. The White-Boned Demon. New York: William Morrow and Comapny, Inc., 1984.

Trevor-Roper, Hugh. The Hermit of Peking. New York: Alfred A. Knopf, Inc., 1977.

Witke, Roxane. Comrade Chiang Ching. Toronto: Little, Brown and Company, 1977.

7.4 Living in China

Booz, Elisabeth B. "Two American Teachers in China" National Geographic, June, 1981, pp. 793-813.

Bredsdorff, Jan. To China and Back. New York: Pantheon Books, 1980.

Gottschang, Karen Turner. China Bound: A Handbook for American Students, Researchers and Teachers. Washington: The Committee on Scholarly Communication with the People's Republic of China and the National Association for Foreign Student Affairs, 1981. Available on microfiche through the ERIC system. ED 207 887.

Update No. 1: Teaching in China (1984). Updated information. Available from National Association for Foreign Student Affairs, 1860 19th St. N.W., Washington, D.C. 20009. Shipping Charges: U.S. $1.00.

Hynes, Maureen. Letters from China. Toronto. Women's Educational Press, 1981.

Living in China by Twenty Authors from Abroad. Beijing: New World Press, 1979.

Post Reports. Canadian International Development Agency Briefing Centre. Reports include the following: China: General Information; China: Tianjin; Xian; Wuhan; Chengdu.

NOTE: Some items in this bibliography are noted as being available on the ERIC microfiche system. ERIC is designed to collect and make available educational documents and academic information. Many college and university libraries subscribe to the ERIC system, and you can inquire to see if the item you want is available on microfiche locally. Alternatively, you can write to the following address to order microfiche copies and to check on the availability of paper copies:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA. 22210
U.S.A.

7.5 Resource People

The individuals on this short list of resource people are able to answer questions about China in general and the areas where they taught in particular. You can also contact the author, Bob Barlas, at R.R. #5, Belleville, Ontario, K8N 4Z5, Tel: (613) 966-3650, who can refer you to other people as well.

The Maritimes

Lynn Earls
3608 Leaman Street
HALIFAX, Nova Scotia
B3K 3Z9
Tel: (902) 454-9867

Taught at East China Normal University, Shanghai from September, 1981 to August, 1983.

Quebec

Diana Bruno
22 Springfield Ave.
WESTMOUNT, Quebec
H3Y 2L1
Tel: (514) 935-3985

Taught at Canada-China Language Training Centre, Beijing from March, 1984 to October, 1984.

Ontario

Patricia Parsons
40 Pleasant Blvd., Apt. 1703
TORONTO, Ontario
M4T 1J9
Tel: (416) 963-9542

Taught at West China Medical University (formerly Sichuan Medical College), Chengdu, from February, 1983 to June, 1984.

Judy Ransom
103 Douglas Avenue
TORONTO, Ontario
M5M 1G7
Tel: (416) 481-6857

Taught at Canada-China Language Training Centre, Beijing, from September, 1984 to August, 1985.

Manitoba

Marge Soloway
4-110-65 Swindon Way
WINNIPEG, Manitoba
R3P 0T8
Tel: (204) 889-4460

Taught at the University of Science and Technology, Shanghai, from February to July, 1984 and from February to July, 1985.

Saskatchewan

Douglas Daniels
Department of Sociology
University of Regina
REGINA, Saskatchewan
S4S 0A2
Tel: (306) 584-4215

Taught at the University of Inner Mongolia from March to June, 1981 and at the Central Institute of Nationalities, Beijing.

Alberta

Helena Hensley
11527 78th Avenue
EDMONTON, Alberta
T6G 0N4
Tel: (403) 434-7185

Taught at the Shanghai Maritime Transportation Institute from September, 1980 to September, 1981.

British Columbia

Anne Shorthouse
6625 Cypress Street
VANCOUVER, British Columbia
V6P 5L7
Tel: (604) 261-4766

Taught at Beijing Second Foreign Language Institute from September, 1981 to August, 1982.

APPENDIX ONE

Job Description for Foreign Educators

The following is a sample general job description issued by the Foreign Experts Bureau of the State Council in Beijing. It reads as follows:

There is a need for qualified native English speaking professors and lecturers in the English departments or departments of foreign languages at Chinese universities, colleges or other institutions of higher learning such as universities and colleges of science and technology. These schools typically offer either four-year courses or five-year courses in English language, literature and linguistics and so on. Nowadays many Chinese universities and colleges offer M.A. degree program in English language, literature or linguistics. Some dozens of those universities and colleges also offer Ph.D. degree courses.

It has been our experience that professors or lecturers of English from universities and colleges, or content teachers of English from senior high schools in English speaking countries are very effective as experts of English in our universities and colleges. To be more specific, the experts we hope to invite should have had classroom experience and should have obtained an M.A. or higher degree in English or American literature, or linguistics, or related subjects. We also hope to invite those experts who have had experience in teaching ESP or ESL at advanced levels. The subjects they would be expected to offer include:

Literature: fiction, prose, plays, drama or poems, selected readings of English or American, or Canadian etc. writers, or outline history of American and English literature, or modern American literature;
Major writers of modern and contemporary literature of English speaking countries;
Writing: writing skills, essay writing, non-fiction writing and creative writing etc;
Rhetoric; Stylistics; Theoretic: Theoretical grammar or Modern advanced grammar;
Journalism or Journalistic writings;
Analysis of spoken and written English, centering mainly on modern usage and contemporary colloquial usage;
American Civilization or General survey of western civilization, etc;
ESP, ESL or TESL at an advanced level.

There are some basic aims and requirements for our trainees and senior students which we expect our invited experts to help us meet:

1. We need to train our university instructors and post-graduate students to be able to teach advanced students at the tertiary level and to help them improve their proficiency.

2. The trainees, undergraduates or post-graduate students need to improve markedly in listening, speaking, reading and writing so as to be qualified for teaching English to advanced students at the tertiary level.

3. Working with Chinese professors and senior lecturers, the trainees and post-graduate students must be able to select and use reading materials in contemporary English language, literature as well as other writing styles in a variety of subjects. Undergraduates and post-graduates must improve their ability to read contemporary English, American, or Canadian literature, familiarize themselves with a variety of stylistic features and be able to imitate them in practice. (In the study of American literature, for example, post-graduate students have typically focused either on American Renaissance (1820-1860), Age of realism (1860-1920), modern American literature (1920-1945) or post-modernism (1945-).).

4. The post-graduates are required to do copious drills, both oral and written, based on their reading, and in combination with their oral and written work. Teaching experts of English are expected to give lectures on points of grammar and rhetoric.

5. Post-graduates are required to work with language tapes which use different styles of contemporary English, and educational films, both in and outside of class. Experts are expected to give talks to the trainees to broaden their cultural background, as well as lectures on American or Canadian studies.

6. In addition to the above practical and theoretical courses, each post-graduate must read, within a period of approximately six months, not less than four or five contemporary original English novels. The books selected must be good in both language and content.

APPENDIX TWO

Sample Contract of Employment

This is a sample of a recent "foreign teacher" contract from August, 1985. Please note that, although the format for contracts is basically the same, different universities, institutes and colleges will have their own versions suited to their own particular needs:

We have learned that you would like to be a teacher of English working at ___________________________. The two parties, in the spirit of friendship and cooperation, have entered into an agreement that will be signed and have to comply with the following contract.

1. The term of service is one year. That is, from ____________, (the first day of the term of office) to ______________ (the last day of the term of office).

2. By mutual consultation the work of the engaged party is decided as follows:
   a). Lecturing to candidates preparing to go abroad.
   b). Giving refresher courses for the teachers of English.
   c). Helping teachers of English to carry on teaching activities (including collective lesson preparation, review of teaching plans, coaching, etc.).
   d). Lecturing to students and graduate students and give them current English lectures.
   e). Compiling English teaching materials, undertaking tape recording.

The engaged party should accomplish the above mentioned work in time. The engaging party should provide the engaged party with necessary working conditions. The engaging party welcomes any suggestions put forward by the engaged party and will take them into favourable consideration, so far as circumstances permit. Both parties should work in the spirit of active cooperation.

3. According to the Chinese legal working day, the engaged party works six days a week, and gives ___________ teaching periods in a week.

4. The engaging party pays the engaged party a monthly salary of ________ Yuan (Chinese currency). During the engaged period, the engaged party enjoys free lodging, free car for office use and free medical service. If the engaged party works for one year, he/she will get a vacation subsidy of _______ Yuan. The engaged party has to pay for his/her own boarding as well as his/her own international travelling expenses one way to China.

5. Neither party shall cancel the contract without any sufficient cause or reason. If the engaged party needs to break the contract in the course of his/her service, he/she must submit his/her resignation in written form one month before time. In the meantime, he/she has to continue his/her work until he/she gets consent from the engaging party. The engaging party will stop paying him/her two weeks after the day when his/her resignation is approved. The engaged party will no longer enjoy the facilities provided so far and will have to pay for all the expenses when he/she leaves China for his/her country.

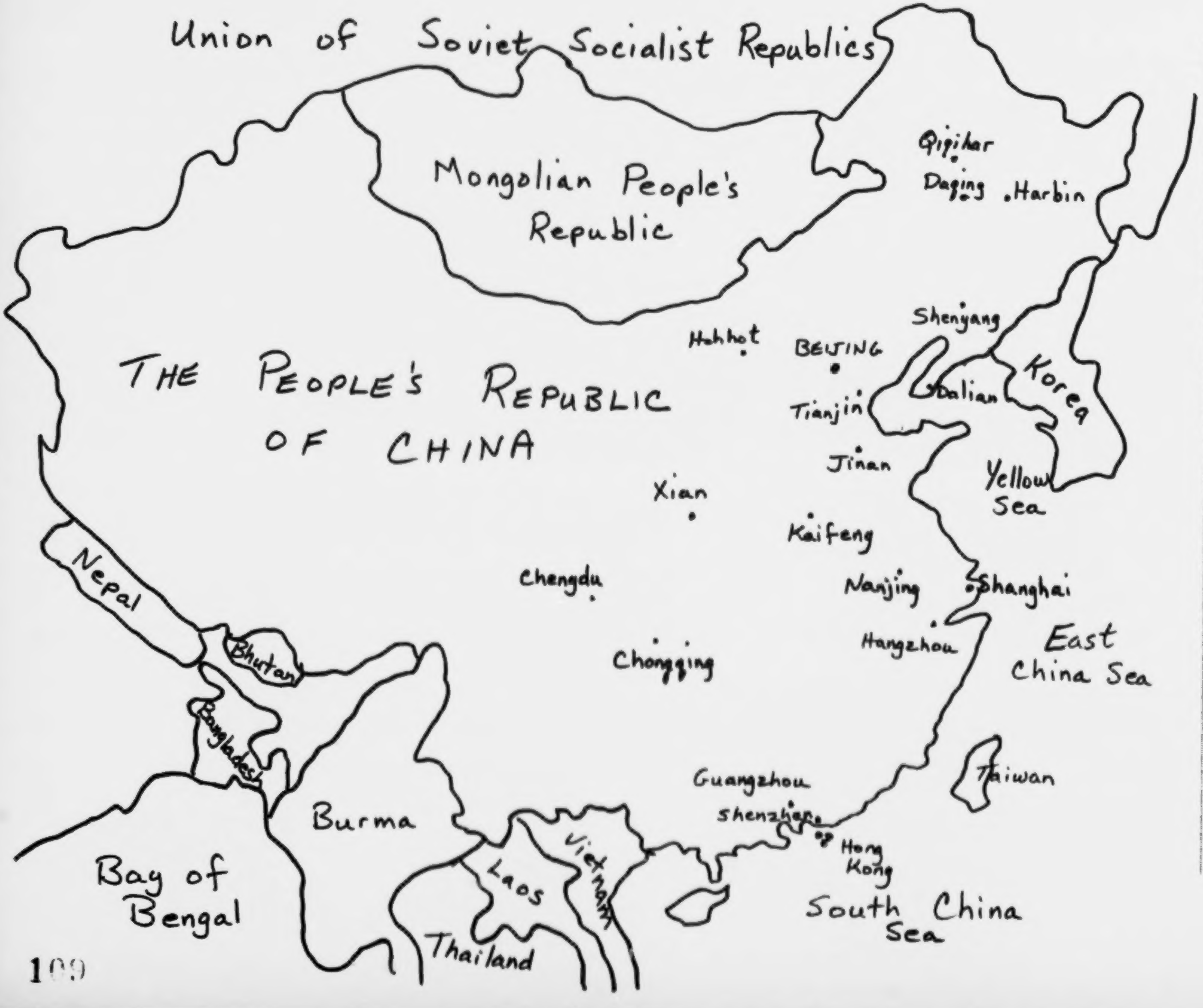
6. If the engaged party takes a sick leave of continuous two months (with medical certificate) and is not able to resume his/her teaching, or if the engaged party is derelict of his/her duty, the engaging party has the right to stop the contract. From that day, the engaging party should arrange for the engaged party to return to his/her own country within a month. The engaged party can still receive his/her salary of one month. But he/she has to pay for all his/her own travelling expenses (except travelling expenses within China).

7. The present contract is written in Chinese and in English. Both versions are equally valid, after signature on both versions. Please send two copies back (one is the Chinese language, the other English).

The first party,

The second party,

APPENDIX THREE


Union of Soviet Socialist Republics
Mongolian People's Republic
THE PEOPLE'S REPUBLIC OF CHINA
Qiqihar
Daqing
Harbin
Shenyang
Hohhot
BEIJING
Dalian
Korea
Tianjin
Jinan
Yellow Sea
Xian
Kaifeng
Nepal
Chengdu
Nanjing
Shanghai
Bhutan
Chongqing
Hangzhou
East China Sea
Bangladesh
Guangzhou
Taiwan
Shenzhen
Burma
Hong Kong
Vietnam
Laos
Bay of Bengal
South China Sea
Thailand

Map of Chinese Institute Locations Referred to in the Handbook